

RECREATION

Formerly THE PLAYGROUND

— May 1936 —

Radishes and Roses

A Camp at Your Doorstep

By Langdon Gilbert Raddin

Living with "Shell-Shocked" Youth

By Arthur Schroeder and Frank Kaplan

The Organized Camp

on

Recreational Demonstration Projects

New York Tries Out New Methods of Education

By Maude L. Dryden



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Ridicule of Recreation

THE COMMON people do not ridicule recreation. Associations of common people for cooperative buying and selling have always encouraged recreation for their groups.

Labor unions have always emphasized the importance of playgrounds, recreation centers, and all that goes to make satisfying life as a part of real wages. Unemployed united together for barter have established their own recreation centers without any outside stimulation. Those who live close to the heart of the people have no question about the people's desire and need for recreation.

Dictators, too, have sensed the importance of recreation. The Union of Soviet Republics in Russia lost no time in establishing public recreation. Mussolini quickly brought into existence the Dopolavoro in Italy. Hitler has a "Strength through Joy Association" in Germany.

It is as you get away from the Thomas Jeffersons, the Andrew Jacksons, the Abraham Lincolns, the Theodore Roosevelts, to men who do not understand the common pulse of humanity that you find indifference to recreation or a tendency to sneer at it.

As life becomes thin, rarefied, and over-controlled by the intelligentsia, there is apt to be a question about the joys of common humanity. Men who openly or secretly are outlaws against society are apt to sneer at the simple natural pleasures which men enjoy together. To them provision for skating, swimming is a waste because they see a better use for pieces of silver.

Men who have kept close to little children, men who would see the spirit of Christmas prevail through all the days of the year do not begrudge the municipal swimming pools, baseball fields, tennis courts, golf courses—nor yet municipal orchestras, glee clubs, choral societies.

When millions are idle and lumber and metals are piled up without market—surely no one can say there is "no time" for building play and recreation spaces and that materials must be saved for a more important use.

A great and good and just Father surely rejoices just as much over the deep daily laughter of His people as over the silver that they have in their savings banks. After all, to keep really alive is far more important than just to keep breathing.

HOWARD BRAUCHER



Pennsylvania Department of Highways

Inventory

I take an inventory now and then
To see what things I own. Now once again
I find that I am wealthy. There's the sky,
Bright blue with showy lambkins racing by,
Bumping their heads in foolish childlike ways.
There's sunshine, and drowsy summer haze
That gives excuse for laziness. There's rain
That breaks the heat as suddenly as pain

Is dulled by gentle hands. Then there are nights
Of quivering softness pierced by little lights
From fireflies and stars. And there are trees
That seem to laugh with every little breeze
That ruffles them. And there are fields of wheat
And grass grows even by a city street.
No matter what my fortunes, these will be
Possessions I may keep eternally.

—Eleanor Graham

A Camp at Your Doorstep

By LANGDON GILBERT RANKIN

A TROUBLED mother started it all. She did not want her three small sons, aged six, seven, and eight, to be playing in the streets all summer. She was very anxious to find some place where they might be protected from bad contacts and enjoy the benefits of supervised play. In other words, she wanted the school to continue throughout the summer.

We knew the same thoughts were passing through the minds of other mothers. We also knew that there must be some boys considered too young by their parents to send away to camp, and that for many families the expense of a regular summer camp was out of the question.

There was, then, a very definite need for a place on Staten Island which would give an opportunity for boys to enjoy under supervision the outdoor activities of a camp, yet still live at home. What was needed, obviously, was a day camp in the neighborhood, a place where all the boys in question might meet and have a thoroughly well-balanced summer, all the experiences of a summer camp at home—and this to the ultimate satisfaction of the mothers and fathers.

We began to think it over; to ask ourselves if we could not make a go of a day camp; to wonder how many boys we could get. It was a challenge! We had to act quickly, for there were only three weeks before the time camp should begin.

We Make Our Decision

Monday afternoon found a number of us in deep discussion of many questions—how many boys; how to go about getting them; the question of equipment and lunches; where to swim; the program, rates; a budget. Our decision was made. We would tackle the job of making the Island Summer Camp an actuality and a success, provided we could get enough boys to carry our expenses with a little over. We fully realized that we had an idea worth building up for future years,

This month we give you a sampling of some of the various types of camping programs which will make it possible for many thousands of children and young people to enjoy the thrill of camping even though many of them will not be away from their homes a single night. So here are day camps of several varieties, and accounts of a number of interesting experiments.

though the first summer might be difficult to swing.

The next morning we settled down to work, using the school library as our office. Our first step was to see what reaction the idea would receive from the parents of boys who had been at school that year. We drew up a form letter, expressing our plan as in embryo only, giving a few program details, and asking the parents interested to telephone us. We heard favorably from only three people. Meanwhile, we were busy formulating our program and investigating the practicability of its details. We needed publicity badly.

A suggestion from one of those who telephoned us came as a lifesaver. It was proposed that a meeting of all interested parents be called at which we should explain our idea and our program, and at the end of which we should ask for a definite expression of interest or lack of it. We could thus determine whether it was possible for us to go ahead or not. Again we bent to our typewriters, calling the meeting for a few days hence. Meanwhile, we completed our program, subject to revision after the parents' discussion, and we solved the problem of where we were going to swim.

The gathering was disappointingly small, but made up in interest, ideas and enthusiasm what it lacked in numbers. We reported that the headmaster of the school had very generously given us the use of the school grounds and equipment for the summer. We detailed our program, getting fine discussion on each item and a good many suggestions which we later adopted. We asked the parents frankly if they would consider sending their boys. And we got what we wanted—at least twelve boys, enough, with other prospects to insure a successful summer.

We Go to Work

We now had something definite to work on. The most convincing sales letter we could plan was hastily written, taken off on the duplicator,

and, with a copy of our program and rates, mailed to every parent whose name we could obtain. We enlarged our mailing list as we went along, getting new names from people who had been at the meeting and from others as we made contacts with them. After three days we telephoned those to whom we had written, getting an interview if possible. Second and third letters were composed and sent out. Whenever we could get an interview we went out and talked, enthusiastically, and therefore well, for by then we were completely sold on the idea. We built and painted a small sign to set up on the grounds, advertising the camp, making it out of scrap lumber and Five-and-Ten-Cent Store paint. The question of newspaper advertisement was considered and dropped, for we doubted if it would bring in results worth the expense. We were kept busy day and night, for the preparation of the camp plant had to be managed along with the office and sales work.

Our work bore fruit, and we opened camp July 2nd with twenty-four boys ranging in age from five to fourteen, and several of each age represented, or sufficiently near of age, so that all had companions. We divided the group in two, older and younger, according to size and compatibility. Though two boys needed special individual attention, and there were only two of us to handle the whole group, we found that with the help of one junior councilor we could give more than adequate supervision. With more than twenty-four we should have had to secure another worker.

We ran with this number into the first part of August, keeping between fifteen and twenty until the last week and a half of that month, and ending up with fourteen. We decided then to end camp the next year in the middle of August, as a great many parents went away on their own vacations at that time, taking their children with them. Thanks to another interested parent we evolved the plan of letting the boys draw lots for turns in inviting guests for a day at camp. The guests came twice a week on our swimming days. In this way we acquainted other boys and their families with what we were doing. More than half of this group signed on as regular campers, and after August 1st, when parents began to withdraw their children to go away themselves, this plan helped keep our number up.

The Perplexing Problem of Charges

A schedule of rates proved to be a difficult problem. We had had absolutely no experience

whatever in running a camp. There were the hard times to be considered. One of our selling points was to be that we would offer all the advantages of a summer camp at home within a price range acceptable to those parents who could not send their boys away. We could not tell what our expenses would be. But we had to know what to charge before we held our parents meeting, or, in other words, four days after we had decided to go ahead.

So we laid out a budget. Luncheon, of course, would be our main expense. Our wives planned a week's menu of simple but appetizing lunches, computed their cost at the prevailing prices, and added in the salary we thought we could pay a cook. We budgeted all our other expenses, mainly equipment, in so far as we could guess at them, and found the total not so large as we had supposed. Nevertheless, we fully realized that our actual outlay might be an entirely different story.

Figuring our food expense on a basis of fifteen boys, and adding in all equipment costs and running expenses, we found we could make the summer pay if we charged thirty dollars a month. As an added inducement, two brothers would be admitted for fifty dollars, and three brothers for seventy-five. Further, payments for whole or part time could be met in four installments. These rates and method of payment met with the unqualified approval of our parent group. We had but one bad debt the whole summer, and that was cleared up before the season ended. One other regulation which proved a decided success was that we accepted boys for part time, by the week, or even by the day. Many parents who would have been unwilling to sign up for the season, or even for a month, sent their boys under this arrangement. We never ordered our food for the day until after we knew how many boys we were going to have. As lunch was our only meal, a varying number of boys made no trouble for us.

At the end of the summer, when we came to balance our budget, we were justifiably proud to find that all but one or two minor items were well in the black. Not only all camp expenses but also our own living expenses for the period were paid, with something left over besides.

The Equipment

We had the school grounds and equipment at our disposal. This, of course, was a very lucky "break." Mainly because we wanted camp to have as little of the school atmosphere as possible, we

used only the basement floor of the school building, with two exceptions. We had our manual training on the first floor porch, already equipped for that purpose, and we used one of the class rooms for showing movies. In the basement were the kitchen, the locker room, showers and indoor playroom.

Game Courts. Out of doors we had an immense amount of space available — three playing fields, a large amount of lawn, a fairly large tract of woods. On the playing fields we set up a baseball diamond, tennis, paddle tennis, deck tennis, volley ball, dodge ball and croquet courts; on different parts of the lawn we installed playground equipment, a tether ball pole, outdoor showers, and next the kitchen, tables for our outdoor lunches. In the woods we built a stone fireplace for outdoor cooking and cleared a space around it for eating.

The baseball diamond was already set up. On the small boys' soccer field we laid out and marked a regulation size tennis court of turf, with the grass clipped as short as we could get it. We mowed the court twice a week throughout the summer. Backstops were a hedge and a fence; the posts we made out of an old four-by-four, and the net we already had. We found a court of this sort very satisfactory for instruction and for beginners, though not very suitable for hard, fast tennis. The paddle tennis court, which measured just half the size of the tennis court, was placed in the far outfield of the baseball diamond, with four-by-four's as posts. Here an old volley ball net served its purpose. We laid out the volley ball and deck tennis courts as we had the others, getting the measurements from games books, lining them out with string, marking the lines with whitewash, sinking four-by-four's as posts, and utilizing another old net which we found in the school building. We already had deck tennis rings, and the volley ball we bought from Sears Roebuck. Sections of lead pipe

formed our tether ball pole, and clothesline the cord. A tennis ball wrapped in netting was attached to the cord, and a circle of lime was drawn around the pole. We placed the croquet outfit on another part of the field, marking the positions of the posts and wickets with lime for greater ease in putting up each day. The dodge ball court was easily made by drawing a large limed circle. Quoits, or horseshoes, were thrown over two short pieces of pipe driven into the ground, whitewash again being used to mark the court.

On another part of the field, in the places used during the school sports day, we re-set the broad jump and high jump pits, posts and bar. The straightaway and the grass track around the field, as well as the school hurdles, were available whenever we wanted races of any sort.

A Wet Marker. To keep all these courts well and visibly lined we needed a wet marker very badly. On looking up the cost, we found that a good one sold for \$35.00, a fair one for \$17.00. Spending this much would have badly wrecked the budget! As we thought over the problem, it suddenly struck us that the large steel drum we had seen in the cellar would well serve our purpose and cost us very little to prepare, if we equipped it with a tap or nozzle and set it up on a lawn mower frame. The can was immediately taken down to a plumber, a friend of ours. He made a good installation of a tap, or faucet, and did the job out of friendship. When we had brought the drum back to school we had the blades of an old lawn mower removed, and roped our marker to the frame. Filled with lime and water, it proved perfectly practicable, though heavy and clumsy to work. It had to be pulled rather than pushed, but,

Enthusiasm over outdoor showers is universal. Some children in a city in Canada are shown here enjoying their homemade showers



due to the fact that it worked well all summer and had not cost us anything, we were delighted with it, as well as amused at its peculiar aspect.

The Swimming Problem. We encountered difficulties in planning our swimming arrangements. We were situated on an island which had public beaches and public pools as well as some private pools, but with obstacles attached to all. Next door to the school, however, at three or four minutes walk over our side wall, was an enormous outdoor pool, ideally situated for us, but unused, or so we thought until we investigated. Inquiry proved that it was in use and that we could swim there two mornings a week and any afternoon we chose, at rates running from fifty cents per adult, twenty-five cents for boys over twelve, to fifteen cents for boys under twelve, for the whole season. Beyond what swimming instruction we could give, regular swimming and junior life saving classes were available.

For those mornings on which we could not go swimming, and for use in the afternoons, we constructed a set of outdoor showers. Choosing a place on the lawn which would drain well and which was near the shower room, we sunk a pair of soccer goal posts into the ground. Using joints and pieces of the old piping we had collected, a section of rubber hose and some adjustable hose nozzles which we bought, we rigged four outlets on the cross bar and connected them with one of the showers in the locker room. All of the other showers were plugged up in order to give us enough pressure outside. These showers were a source of great pleasure on hot days and served to remove the dust and grime of play. If the day was temperate, and the shower too cold, we could warm the water by turning on the hot water faucet in the shower room.

Playground Equipment. For the younger boys especially, and for the use of all at odd moments and in free play periods, some playground equipment was necessary. For material we had the piping, four-by-fours, and some rope, paint, and brackets which we had to buy; for labor we had our own hands. Piping, joined into an upside-down U, sunk deep in the ground and braced by wooden beams, was the base for our see-saw. A long, heavy board, planed and sand-papered, and

"Summer camps furnish an excellent medium for teaching boys and girls the fundamentals of social adjustment. . . . We can at least say that camp life represents the sort of situation that all children should learn to face. They should learn to enter readily into new social situations, make friends with the other members of the group and cooperate in group activities." — *Carlos E. Ward in Organized Camping and Progressive Education.*

with wooden handles two feet from each end, was bracketed onto the base. This see-saw was in constant use and stood up until we took it down after camp. A chestnut tree with extensive branches was utilized for a swing, a swinging bar and a climbing rope. The bar and swing seat were made out of an old pole and desk top, each attached to its rope by brackets. Swing, bar, rope and

see-saw were always occupied before and after camp hours and during the play periods.

Our Outdoor Fireplace. The outdoor fireplace was built and the camp grove cleared by the boys themselves. Enough brush was removed to give room for everyone to stretch out on his blanket and to provide space for the fireplace and serving arrangements. The fireplace consisted of slate and brick flooring and strongly-set stone side and back walls. It was placed in the middle of the grove. For a grill we used an old cellar window grating. A large ash can, always filled with water, was placed within easy reach. For serving we used an old desk and table kept permanently in the grove. If need be, we moved up one of our dining tables. We procured a fire permit, of course. Our outdoor cooking experiments were highly successful and very popular.

Handcrafts. The manual training equipment at our disposal was very extensive and exceedingly useful to us. A porch with a western exposure, glassed in, and with windows that would open, was delightfully cool on the hottest of summer mornings, though naturally unusable on the same afternoons. Six double-vised work-benches, a twenty-five foot work and paint shelf, a well provided tool closet, and some scrap lumber were at hand. We had to buy some lumber and nails, but, after the man at the lumber yard found out what we were doing, we returned from there with about four times as much free lumber as we had bought, and with nails thrown in to bind the bargain. What paint we needed we bought at the Five-and-Ten. We reserved one section of the porch for airplane modeling, and left our junior councilor in charge. In the other end of the porch quite creditable bird-houses, treasure chests, sail and motor boats, and book-ends were made.

The All-Important Problem—Food! Food was our main expense. We wanted it to be of the best,

one of our main selling points. We wanted the boys to eat and like it and come back for more. This department we left in the hands of our wives who made a great culinary and financial success of it.

The school kitchen was made ready. Dishes and silver, packed away, were brought to light. We bought paper cups, paper napkins, dish towels, oil-cloths, soap, thermos jugs, and other supplies quite inexpensively at sales. We repaired and painted two old tables for our lunches, and placed them under shade trees near the kitchen door. We planned to have the boys, after washing for lunch, form a line in the locker room, march through the kitchen to get their plates, which had been filled by the cook, and go on out to the tables, already set with all but the main meal. Dessert was brought out later, either by the cook or by boy waiters. After lunch the tables were cleared by the boys, each taking his own implements back to the kitchen. When they had taken their chairs to the manual training porch, they went out through the locker room to get their blankets for rest period.

When we cooked our luncheon over the fire-place, the main part of the meal was usually prepared in the kitchen by the cook. She did this, particularly at first, until the boys had gained some experience. Five or six boys were appointed chefs for each week, under a rotation plan, and these boys, supervised by one of us, had entire charge of the meal.

First a supply of wood sufficient for the day was gathered and the fire was started. Plates, silver, glasses, cups and napkins, were placed on the tables, ready for serving. Water bucket and ladle were brought out, and the food to be cooked was put on the fire. Lastly, the food prepared in the kitchen and the milk arrived. A whistle or a lusty yell sounded the call for "chow." The

cooks, who usually ate before the others, were appointed as servers, with one to guide traffic. After the boys had placed their blankets, they lined up to go past the serving tables and get their food. They came up for seconds whenever they were ready. At the conclusion of the meal the cooks cleaned up.

As the summer progressed the chefs began to do more and more of the preparation and cooking themselves. By the end of July they were asking us to tell the cook not to come at all! Twice the boy cooks handled the entire preparation, from taking in the milk to putting away the last washed and dried plate. And they thoroughly enjoyed themselves, in addition to learning a good bit about cooking.

To save a great deal of trouble in shopping around we bought the greater part of our food at one place. We knew supplies would be good, for the family who ran the market had several boys in camp. Because we bought most of our food there we were given the prevailing low rate on the Island. We wanted our boys to gain weight and to be in as good physical condition as possible by the end of the summer, so we gave them a great many fresh fruits and green vegetables, and avoided fried foods. Fresh vegetables of every kind available, salads of all sorts, baked fish, bread, butter, milk or chocolate milk, cocoa, if the weather was cold, fresh fruit or ice cream for dessert, sandwiches for hikes—these made up the main part of our menus.

Few indeed are the boys who do not find joy in making things!



Courtesy Board of Education, Los Angeles, California

A few typical menus follow:

Omelet	Baked Salmon
Baked Potatoes	Scalloped Potatoes
String Beans	Buttered Squash
Rolls, Butter	Raisin Bread, Butter
Milk	Milk
Ice Cream	Blackberries and Cream
Pigs in Blankets	Bread, Butter
Potato Chips	Milk
Pear Salad	Chocolate Pudding

Outdoor cooking menus:

Scrambled Eggs, Bacon	Frankfurters
Potato Salad	Baked Beans
Rolls, Butter	Vegetable Salad
Watermelon	Rolls, Butter
Milk	Grapes
	Milk
Flying Horses	Lettuce and Tomatoes
(Cheese and Bacon Rolls)	Ice Cream
Creamed Potatoes	Milk

The comments expressed by the boys, the requests of the mothers for recipes, the remarks of the parents who ate the camp supper prepared for them by their sons, bespoke the quality of the food.

Safeguarding Their Health

The camp outfit consisted of a play suit, or shorts, of any kind whatsoever; swimming suit or trunks, towels, and a bathrobe; sneakers, or some kind of play shoes; a blanket for use in rest period, and any sports equipment the boy wished to bring. The boys were thus enabled to use clothes and equipment they already had, and their parents were spared the expense of a uniform outfit.

A record of each boy's physical condition was taken at the beginning of camp. Every week thereafter his weight was checked and at the end of camp a second record was made. We kept in close touch with the individual physical needs of each boy. We were very proud to find that most of our boys gained weight and that in practically all cases their physical upbuilding was steady and consistent. Their color was good, their muscles firmly knit, and they had every appearance of increased physical vitality. A doctor was instantly available, though luckily we had no call for his services. Cuts and bruises we had in plenty, of course, but the camp medical chest took care of all of them.

The Program

The boys were supposed to be at camp at 10 A. M., ready for the day. Usually they were there before 9 A. M. Shirts came off on arrival, and ex-

cept for the luncheon period shorts were the order of the day. Play on the swings and at various games was broken up by the call for setting-up exercises when the roll was taken. The exercises lasted twenty minutes. Though not very popular among the boys, the results gained from them were decidedly beneficial. Before dismissal, the program for the day was gone over, the cooks notified of their appointment, and changes in schedule brought forward.

If the day were Monday or Wednesday, we all went in to the locker room, changed into our swimming trunks and marched over the hill to the pool, wearing our bathrobes and carrying our towels. The older boys took part in their classes; the younger were given swimming instruction by us. All had plenty of time for play and games in the water. When the noon whistle sounded, we went back to camp, changed, and had a free play period.

If it were Tuesday or Thursday, we went from setting-up exercises to the manual training porch for airplane modeling or for carpentry. Others reported at the luncheon tables for clay modeling, nature study and setting up exhibits of nature study projects. A few went up to the closet we had rigged out as a dark room to develop and print the pictures they had taken. Some went around collecting insects, butterflies or leaves for their nature study work. The place must have looked like a madhouse while the butterfly chasing went on. Picture a large field covered with the figures of small boys, a bottle in one hand, a waving towel or net in the other, the figures weaving, darting, and swooping!

Each boy was given the opportunity to take part in every activity we had, our only rule being that what was started had to be carried through to completion. They all took up at least three of the activities. Towards the end of each week the boys who had elected to bring out the camp paper set to work on it, wrote their articles and reports on activities, drew their cartoons, made a typewriter carbon of the whole and took copies off on the duplicator.

The project period ran until about 11:30. After that came a free play period. For the month of July this consisted mostly of playing off tournaments between the members of the Reds and the Blues, the two teams into which the whole camp membership had been divided. A schedule of point awards for every camp activity had been drawn up, the winning team to be announced the

last day. Double tournaments, one for the younger and one for the older boys, were run off in every kind of a game possible—team and individual.

In August, when interest in tournaments had flagged a bit, we introduced new game activities, usually getting our suggestion from one of the boys. They were carried on for two or three days until waning enthusiasm again warned of need for change. These latter games were more group activities than individual ones, and we found that with our membership changing in personnel from week to week—in July it had remained constant—this method of play was more desirable.

About 12:30 a hot and dusty group would begin to call for showers. So, after a rapid change, we would all gather under the fine spray which was warmed by the sun, and drench ourselves. During the shower we usually had a speedy dodge ball game on the lawn, or played with our big rubber ball. Then we dressed for lunch, eating it out under the trees. Or we got our blankets and lined up for the meal cooked by the young chefs at the outdoor fireplace.

After lunch, usually over a little before 2:00, the boys stretched themselves out on their blankets in the shade of the trees, with a book or a game, for the rest period. We leaders dozed in the sun, did our bookkeeping, or ran errands. Sometimes we read aloud to the boys as a group, or had a visit and a story from a very charming Southern girl who came down from the public library. Projects which involved no active movement could be carried on at this time. The newspaper staff often worked all through the period.

Rest period was followed by two hours of some group activity, the majority of our afternoons being spent in playing baseball. We always used a hard ball, finding this game more enjoyable than indoor baseball. Most of the boys participated in this, though some played tennis and a few of the little boys played in the swings. Usually the group was kept together and idling was not encouraged. During August there came a change in our afternoon play coincident with that in the morning free play period. Cops and Robbers, Prisoners' Base, and other games took the place of baseball. Two or three afternoons were spent in building huts of brush and grass. We had two baseball games with the Community Center Camp, followed by a swim in their pool after the game played away from home.

We found the swimming pool too crowded to use in the afternoons, so we ended the day with another half hour spent in the outdoor showers and with a game of dodge or volley ball. At 4:45 we changed to go home, the boys' parents coming for them at 5:00. Closing up took us no more than five or ten minutes, and we were then through until 10:00 o'clock the next day.

Adventuring

Every Wednesday afternoon, after rest period, we took some kind of a trip on the Island. Usually we drove the boys in our cars, as the time was rather short for hiking. Two trips by each of us brought the group. The first arrivals were left in charge of one or two of the older boys capable of such a trust, and the responsibility thus given was helpful to them. Only once did we have any trouble, and luckily that was a minor episode.

Our first trip found us the guests of the Community Center Camp at a Marionette show, followed by a swim in their pool, both of which all of us enjoyed. We visited the office and plant of the Island newspaper, finding this extremely interesting for the boys, and very worthwhile for us in that we saw pictures of our call in the next day's paper! Another time, we drove the boys down to the docks to see the ships, new and old, that lay berthed there, and to be taken over one of the coast guard ships. Once we visited a dairy and milk bottling plant. The Island Museum gave us another interesting afternoon.

Each Friday we spent away from camp, either going on a hike, or over to town. Fort Wadsworth, commanding the harbor entrance, was the scene of our first whole day's trip, and was perhaps our most enjoyable hike. After looking over the fort we had lunch on the beach, and following rest period, ran a short treasure hunt before going on to see some more of the fort. Two other hikes were taken on the Island, on both of which we did a good deal of walking, all cross-country, enjoyed a sandwich lunch, and spent the afternoons in racing over the countryside at hare and hounds.

In town, we paid visits to the Zoo, the Museum of Natural History, the Aquarium, the Museum of Science and Industry, and saw a ball game at the Polo Grounds. Each boy came provided with his ferry and subway fare—and usually something besides for candy. He was required to handle the fares himself, and was responsible for

(Continued on page 88)



Courtesy Department of Public Information, WPA, New York

New York Tries Out New Methods of Education

By MAUDE L. DRYDEN
Senior Project Supervisor
Day Outing Camps

SUMMER means vacation to every child and vacation means no school to most children. To some it is a time of great special joy when the camps open and summer time is linked with plans for living an expanded existence with trees and hills and streams and star-filled nights with clean winds blowing. Always there have been a great many more children who have looked forward to what freedom could be enjoyed just outside their immediate homes, on the very doorstep, it might be said. To these children the summer play schools offered one avenue of relief from the crowded streets and a few even went for periods of one or two weeks to settlement house camps, if they could afford the very small fee charged. There remained at all times the preponderance of pitifully wistful ones standing on the curb to watch all these envied ones ride away to that wonderland that is called camp. They had heard romantic tales of their friends' experiences with live animals of field and farm, of long tramps in the woods and songfests around camp fires.

Now in New York there will be fewer and fewer of these hungry-hearted children left standing on the side lines be-

cause thousands of them will go to day camps as a supplement to all these longed-for experiences.

Three Agencies Combined

Three agencies combined their efforts to bring these day camps into being—the Park Department, the Board of Education and the Works Progress Administration. In the two years since the plan was put in operation, tremendous strides have been made. In the summer of 1934 four camps were opened; the next summer there were seven, with the number of children attending more than doubled.

With so many agencies attacking the problem, it necessarily required considerable time to arrive at a final construction of program, but all reached an agreement although each arrived at it from an individual viewpoint. The Park Department said, (to quote James V. Mulholland), "Every child

should enjoy the wide expanses and be allowed greater freedom to play." The Board of Education said (quoting Mr. George H. Chatfield and Mrs. Anne Limpus), "Education should be recreation," and the Recreation Unit of the WPA said, "Recreation is education," and the supervisor of the day outing

In the March issue of Recreation Mrs. Dryden told of the winter day camps being conducted in New York City. To round out the picture of New York's day camp program we are presenting in this number an account of the camps conducted last summer under the joint auspices of the Board of Education, the Park Department and the Works Progress Administration.

camps said "Camping is education through wilderness experience."

The Park Department allocated several parks offering the greatest possibilities for rugged wooded areas. The Board of Education arranged to send the children from the summer play schools, arranged for transportation with subway and bus lines and furnished lunches. The children were encouraged to pay eight cents for the lunch, and if that was a hardship, to pay what was possible. Often they could pay nothing, but lunches there were for all. It was felt that children would feel greater self-respect if they could possibly pay, but aside from the lunch cost everything was entirely free to the children.

The WPA contributed recreation leaders and teaching staff and attendants to escort children from location to location. The program was carried out cooperatively by the Board of Education and the Recreation Unit of the WPA.

For two days of each week the children were sent from the summer play schools, where they were engaged in a wide variety of units of work, and at camp they often continued this interest under the supervision of the teaching staff. After August 16th, when the play schools closed, the children were sent to camp every day. While one half of the group was busy with the kind of activity related to school work, the other half was having a period of complete recreation under the guidance of recreation leaders.

Objectives Outlined

The purpose of the recreation program was the development of the whole child, his character and personality and his body.

Realizing that children learn and with lasting results during their play and that all their games and activities are experiments with and preparations for life situations, it was necessary to consider many things in planning this program. Some of the points that shaped the plans for activities were:

Every act is educative.

Education is changing personality—a progression.

The child's activities determine his adulthood.

The need for the subtle culture of intimate relations with living things and nature's environment.

"Youth is ever romantic and curious. It craves revelation in all things. Its senses are alive, and yet the delight of camping is not only emotional, it is practical. Camp is the place to acquire instinctively the invaluable habit of adjustment."

Education, through activity, places the stress on initiative.

Every stage of the child's development is the result of adventuring in unknown fields.

Camp becomes both a curriculum and a process of fitting for whole-time living.

Plat patterns are an integral part of all human cultures.

In planning the program then, activities were selected that

- (1) would stimulate healthy curiosities.
- (2) develop physical condition.
- (3) provide for proper emotional outlets and sensory gratifications.
- (4) establish good social relationships.
- (5) create *fun*.

In fact, a well-rounded social recreation program was the aim. This program was to supplement that of the play school and the two were to blend into a harmonious whole. If the aim desired was to be achieved the leaders, it was realized, must be chosen with the greatest care. Hence in selecting the personnel the following qualifications were kept in mind:

Character—honesty, integrity and consideration for others

Personality—poise, patience, spirit of youth, good emotional control

Skills—good knowledge of games and camp activities, initiative

Discipline—an attitude of discernment, good judgment, genuine interest and friendliness, tempered with dignity.

The Explorers' Club

The wide variety of activities presented included a list of some two hundred carefully chosen games, story-telling and dramatics, with singing games and dancing. All these activities were fitted to the environment of the woods, with care taken not to stress those of the city streets. There was no equipment provided but some crude apparatus was evolved from materials at hand. Sticks and rocks served many purposes so that the lack of ready-made equipment became rather an asset than a handicap, because necessity was actually the mother to a great deal of invention or initiative.

The Explorers' Club period was planned to supply the requirements of the adventure craving and at the same time expose the children to

"nature interests." They naturally absorbed some new knowledge all along the way and became more and more inquisitive. They were really ready to accept the teaching of the subject matter, when it was later presented by the teaching staff.

The hikes of the Explorers' Club were real explorations and the results came in the form of collections of rocks, shells, flowers, leaves, galls, queer shaped sticks, bugs, toads, salamanders, all kinds of plant life, even snakes. Sometimes a collection would be a hodge podge of many of these things but all dear to the collector's heart. All sorts of strange terraria and aquaria were constructed to care for and contain these collections—tin cans, glass jars, cardboard boxes, cigar boxes; an endless assortment of such things were commandeered to house the treasures. Some of these finds were left in camp and some went home with the children. Games were played with competition in observance of nature sounds, observance of forestry, birds, fish, insects and geology.

Fires were lighted without matches; magnifying glasses were used; telling time by the sun was attempted; weather signs were noted, and many other similar interests were carried on during these periods. The treasure hunts created much excitement and really led to a new kind of interest in geography, history, nature lore, and to a slight extent, mathematics. These hunts included trail making with use of old well-known blazes, compass hikes, signalling, measuring distance by stride and shadows. The periods were highly successful and the increased alertness was very evident, but mainly they were just "swell fun" so far as the children were concerned.

Other Activities

A demonstration camp yard was developed in each camp. Here all kinds of camp fires were shown and their various uses demonstrated. There were bird baths and feeding stations, sun dials and weather vanes, and there was a council ring at these

camp demonstration yards. The romantic appeal of these yards was strong; the setting was picturesque and two native American Indians lent an authentic touch by their leadership in this part of the program. Certain camp crafts grew from these suggestions. The children brought tin cans and made tin can fireplaces, and then brought food to cook on them. All this was done to further a desire for individual camping expeditions in later years. The lure of cooking over an open fire did send numbers of older boys, especially, out to the woods and open country roads over the week-ends. Some other woods craft too, developed from the camp yard; weather vanes were concocted, many kinds of whistles were made of grass, reeds, wood and hollow tubes. Kites and pin wheels were constructed, Indian peace pipes were made and acorns were used for pipes and necklaces.

Ernest Thompson Seton's procedure for Council Ring was used as much as possible and both beauty and dignity were added to the contests of individual skills, songs, pantomimes and the like. Indian legends, Indian dances and games were introduced at these fires and the technique of the Wood Craft League adopted in one form or another for these ceremonies. This was always a high point in setting the camp atmosphere.

Each day found approximately four thousand children eagerly trekking to the subway station en route to the day camps where they were usually introduced to an entirely new experience. There were wild dashes for little clover patches and all day long little drooping bunches of the blossoms would be cherished with jealous care to

In some cities it is possible to include swimming in the day camp program. When this is the case, great indeed is the rejoicing!



be taken home to baby sisters and mother. One child saw a bird in a tree and asked what it was. One of the leaders answered, "That's a woodpecker, isn't it a beauty?" The boy looked very puzzled and said, "Gee, I thought it was a bird," and he was quite serious too.

Some of the Values

Camp is the laboratory of human relations. It is first, last and all the time, the place where happiness reigns, and happy, healthy people are pretty sure to be moral people. Loyalty and patriotism and a pride in their own country can more easily find foundation on which to build when nature expresses itself, and this can hardly find foothold among children reared in conditions where rebellion is the principal emotional expression and where frustration is the usual order. Camping serves a unique educational purpose by stimulating self-discovery and self-education. It is here that children are helped to learn rather than be taught. Camp also offers the best possible opportunity to acquaint children with the background of American history and literature. A child who never sees the woods or farm life cannot have a clear picture of the early American pioneer stage in the development of the nation. Camp can give experiences similar to those of the old settlers.

A recommendation that appeared in the 1929 Annual Report of the Superintendent of Schools of Philadelphia is a prophecy of the day when every boy and girl will have the opportunity of camping, "I would recommend again that a special committee be appointed to find ways and means to establish camps for all the pupils in the public schools."

General Suggestions in Planning for Day Camps

Promotion. If the enrollments are to come from the crowded districts, the public schools and Parent-Teacher Associations are the best means of spreading news of the plan. Principals of schools will encourage the project and help create the desire for the program. They will also arouse the interest of the parents through the Parent-Teacher Associations.

Attractive posters and bulletins can be displayed in conspicuous places in the schools and in shop windows.

Through the cooperation of the schools it will be possible to make registrations and some ap-

proximate idea of the number of children to be scheduled can be obtained well in advance.

Settlement houses, churches and civic organizations will all lend any help possible.

Camp Location. This should be near enough to require a reasonably short time to cover the distance. If possible, the route itself should be selected to offer interest and change from the environment of the home territory.

The site should present a woodland country atmosphere with as much variety as possible in nature interests. It would be well if there were hills and rocks, a stream or a lake with water life and frogs and turtles. There must be trees, flowers, birds and bugs and weeds.

It should be as remote as possible from main thoroughfares, and narrow lanes and paths are preferable.

It is essential that there be a supply of good drinking water. It is also necessary to have some acceptable toilet arrangement. Tables and benches will be needed and fireplaces are desirable.

There will be need of some sort of shelter in case of sudden showers. If nothing more permanent is available temporary shacks or tents will answer. Some kind of strong box or lockers should be provided for storing whatever equipment is used each day.

Some level areas are desirable for camp games and it is advisable that small areas be numerous so that groups will not conflict with one another.

Transportation. Arrangements may be made with municipal transportation lines and these will probably require that the regular business traffic of the day is disposed of before the children may be permitted to use the facilities.

Escorts should be provided so that there will be about one adult to every twenty children. These people must be trained to make the actual journey itself one of interest, not as a guide might do, but rather as a person who is himself an appreciative traveler. Every bit of the route should be studied to discover all of its interests, such as fine architecture, good traffic regulations, well planned housing, produce markets and sources of the products, all historic spots or civic improvements. This is a valuable part in the day's experience and is an opportunity not to be neglected in broadening horizons.

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How Does Your Garden Grow?

CHILDREN's gardens have long been an outstanding project of the Cedar Rapids Playground Commission, carried on over a period of years with the splendid cooperation of the superintendent of schools and the principals of the various schools through whom our enrollment is secured.

The garden project is divided into two departments—home gardens and playground gardens. Home gardens are for boys and girls who wish to have a small plot of ground at home in which to plant and cultivate flowers, vegetables, or both; to construct rock gardens and pools, and to create wild flower gardens with the leadership of their parents and under the supervision, throughout the summer, of the garden director and her assistants. Playground gardens are designed for boys and girls who are desirous of having their gardens in a large plot of ground with other children. These plots are secured in different parts of the city through the cooperation of real estate companies, property owners and the School Board. Each plot is divided into small gardens averaging about 10 by 15 feet. Every young gardener has his own individual garden and is expected to prepare the soil after it has been plowed and harrowed, and to plant, cultivate and harvest his crops.

Once a week the director, a teacher with several years of experience in promoting gardening, conducts a class period at each garden plot, instructing the boys and girls in garden activities and also in the making of notebooks containing data on their gardens and lessons on agriculture. Flowers, vegetables or both may be planted. Each child is the

By CLARE NICHOLS
Superintendent of Recreation
Cedar Rapids, Iowa

Eight years ago the boys and girls of Cedar Rapids, Iowa, were asked this question: "Would you like to have your own gardens?" A most enthusiastic "Yes" was the answer and an interest was immediately shown which has persisted through all the years and has resulted in a constantly expanding program.

proud possessor of his own garden products and may use them at home, sell them or give them to others. All products must be harvested by October 1st of each year and the surplus given to charitable organizations. In this way there is no waste.

A garden exhibit is usually conducted at the close of the season in which both home and playground gardeners participate. Awards are given those who have particularly good exhibits. As a

social feature a picnic is enjoyed each summer.

In addition to the instruction they receive in the important art of gardening, preparing the soil, planting seeds, cultivating and harvesting, boys and girls are deriving from the activity a joy which cannot be found in any other field of endeavor. With this enjoyment comes the spirit of cooperation with their fellow workers so greatly needed later in adult life.

Four years ago the Playground Commission organized an adult gardening project not only as a form of recreation but as a means of self-help when salaries began to diminish. This department was placed under competent supervision and over 1,000 adults were enrolled the first year. The project later evolved into our extensive "unemployed gardens" which have been a means of great satisfaction to many men and women.

"Gardening is one of the leisure time pursuits that always make people lyrical. There is a poetry in Nature which inevitably colors anything one writes about her, and human happiness is so organic and so akin to the great contentment and apparent joy of all the lower creation, that one can hardly do anything which brings one back into harmony with the rhythms of plants, animals and the seasons without being happy." — *Marjorie Barstow Greenbie in The Arts of Leisure.*

"The pioneers going forth to conquer the west carried their rose and geranium slips hoping to create the illusion of home with plants they had loved. And which of us today who has once known the happiness of 'green things growing' would do less?" — *Helen Van Pelt Wilson.*

Living with "Shell-Shocked" Youth

BOARD MONEY and personal allowances would cease by July 1st. These fifty unemployed youths could then go to the annual camp conducted each summer by their sponsoring organization, free of charge, or they could stay in the city and shift for themselves for the next eight to ten weeks.

How did the boys accept this decision?

HY: "There won't be any jobs open in town. I might as well go up to camp and get some swimming, a good coat of tan and build myself up. Ought to be able to locate a girl friend."

IRVING: "I'm fed up on job hunting. Anyhow, I've been away at the CCC Camp so long, I don't know how to get a job. There's nothing like out-of-door life. I won't have to spend any money on swimming."

MORRIS: "If I go to camp, I'll get away from the fights at home about me gettin' a job. It'll help my mother save on Home Relief, too, by me bein' away."

PAUL: "Aw, hell, I hate camping. Maybe I can pick up some easy money playing cards, though. Guess I'll take a chance."

MOE: "I hate to leave the city, but what am I gonna do—shift for myself? Naw, not me, I'll go to camp."

What the two young progressive school teachers, who had been put in charge and promised a free hand, thought about this prospective camping experience:

ONE: "This is better than trying to run my own camp in these hard times. No worries about money. What an activity program we should work up with these lads! None of this play construction, but real jobs."

THE OTHER: "This job is better than the swivel chair, big-shot job I had last year. The fact that these lads kicked out their councillors at last year's camp makes the job interesting. The lads are old enough to run the camp with the two of us, even if we don't get more help from the state. I think many of them have vocational training, too."

We had to begin from scratch. Last year's camp site was unavailable. For months, expeditions to the city environs had failed to reveal a suitable or available location. With the month of June at our heels, we had to get settled in a hurry. It became a question of take what you can get or

By ARTHUR SCHROEDER

and

FRANK KAPLAN

nothing at all. Although the location finally chosen had several good points, it also produced a host of unexpected problems.

The Camp Site

It was certainly a primitive site! Situated in a second growth wilderness on an abandoned farm about four miles from town, it offered no facilities for installing plumbing, electricity or a telephone. Furthermore, the half-mile stretch into camp was impassable for motor vehicles. There was no cleared space for recreation. Three old farm buildings, separated from one another by several hundred yards of rocky, swampy and overgrown road, had been untenanted for many years. However, though they were quite run down, they showed promise of utility after extensive cleaning and repair. Drinking water would have to be carried in pails from a broken down spring house at the end of a winding road leading to one of the buildings which could be converted into a mess shack. Cooking water was closer at hand—some seventy-five feet from the mess shack a brook raced down the hillside. To do any gardening one had to adopt pioneer methods of cutting, burning, digging and levelling. Then only could a team of horses and a plough be brought in.

On the other hand, the location had its good points. It was isolated and for that reason allowed for a freedom of action without the usual attending worries about rural neighbors. The creek which flowed through the property invited its damming up into a swimming pool. An old barn could eventually be made over into an indoor recreation hall. At any rate, the place wasn't

The story of a summer camp lacking in de luxe features, but amply supplied with problems!

ready-made. We were going to have to live creatively and cooperatively here in order to live at all.

Camp Adjustment a Problem

It was raining when the first unit of pre-camp pioneers arrived to help get things ready. Common misery as a result of a leaking roof, inadequate equipment and lack of cooking supplies, eliminated at the outset all the usual social distance between councillors and campers. Those early days forced all to face the realities of an immediate adjustment to a primitive life. Campers' backgrounds and councillors' objectives were both put to the test at the outset. The swampy and muddy road leading to the mess shack had to be drained and filled in. Jo complained, "What the hell are we gonna fix up this guy's property for?" When we went to work on the garden, another remonstrated, "Say, what's this garden idea? Who gets the money we're saving?" In repair work on the house, the reaction was, "That's good enough," or more often, "How do you do it? I only studied electricity, I'm no carpenter." Although likeable and friendly and possessing a sense of humor, these boys were disappointing. Where was the enthusiasm, initiative, working ability that one would expect in young men? "What's the matter, boys?" "Do you expect to stay at camp?" Most of them did—they had no other place to go. "Well, we're agreed, aren't we, that we must do this work now so that we can have a comfortable home for the summer?" "Yes, we were."

Ten of us had been pioneering for two weeks now and with the exception of one lad none could go ahead by himself on any work. Continued urging, suggesting, supervising on even routine squad duties were necessary. Several wanted to hitchhike back to town and come out again later in the season. True, we had no radio, movies, or girls on the place, but the boys were privileged to spend evenings out of camp, and in the afternoons were at liberty to swim or spend the time as they wished. Whatever work the boys accomplished seemed to have been done solely to please us.

Was this, then, the reaction to what we thought a creative program? Had we not presented a true picture of the problems of this primitive life? No, for in our preliminary meetings with campers they had assured us that all this was nothing new to them. They were husky enough to enjoy this outdoor life. We had plenty of tools, all hand implements, of course, none of the interesting

machines the boys had learned to operate. Perhaps the boys thought we were there only to build up a reputation for ourselves—to exploit them for publicity. Had we fallen down in not planning the summer's work with the boys? Or were these youths unfit by previous training and experience for cooperative and creative living?

With the arrival of the first large group of regular campers, some thirty of them, we determined to get their reaction to our general objectives and to revise the latter in the light of additional findings.

Our first general discussion and others following in the first week of July revealed many of the reasons for what we considered poor camp adjustment. Most of the boys had come from broken homes or were without living parents and had therefore been sent to a paternal institution of one kind or another. There they had been isolated from the realities of life in a community. Their cottages had been governed by a commissioner, usually the strongest boy or the one who would get the best results, no matter how. Promises, threats and bribes had motivated their daily work and play. The educational curriculum had provided only for the cut and dried recitations, offering little in the way of creative activity. Their institutional life had taught them only to attract the attention of others rather than for self-satisfaction. Their educational system was still preparing them for the presidency of the United States whereas later on those who could get any job at all had to do unskilled labor or dead-alley white collar jobs. Since graduation from institutional life, most of them had been boarding out. They had either spent several years looking for a job or had gone to school to have something to do. It was obvious they had not had a taste of purposeful cooperative living.

We Face the Situation

Several discussions were necessary to clarify for them such common problems as the camp budget, routine squad work, the purpose of the camp, and the functions of the councillors in this group life. The budget was presented and discussed item by item. One of the campers was chosen as financial secretary. He kept all camp accounts. All necessary routine work details were outlined and assigned on a weekly basis. No one was exempted from his turn at the more distasteful jobs, no matter how many "stooges" he had previously been able to command either at

camp or at the institution. The boys understood that failure to perform these details as scheduled would seriously interrupt the fundamental camp routine. As for any additional work, it was agreed that we were not there to reclaim our landlord's property, but would do enough to satisfy our own needs. The reason for the presence of the two councillors was to help encourage an all-round activity program and to act as spokesmen for the boys in dealing with the home office and the rural community.

With a better understanding of the boys' backgrounds we re-defined our own objectives. Instead of hoping for self-initiated projects we set a definite standard of work for work's sake, requiring that mornings be devoted entirely to group work until such time as our major construction jobs should be completed. It was pointed out that normal, healthy living demanded the daily performance of useful work. One original objective, that of health development, we of course retained. Since the boys were due back in the city at the end of the summer to take up life where they had left it, we decided to emphasize personality development in better bearing, better speech, and better reading. And finally we had to provide for the setting up of new goals and ideals for their adjustment to a rapidly changing world.

Means for Achieving Objectives

Opportunities for attaining these objectives were found in the daily routine with its numerous work and play situations. The mere execution of a squad detail in this primitive set-up compelled the boys to accept important responsibilities. Failure of the two boys on the milk squad to get up early, go to the top of the hill and bring back the milk aroused a storm of protest from waiting campers. Tardiness in getting cooking and drinking water would put those squads "on the spot." The same strict performance of duty was required of the wood-chopping and gardening squads, the table setters, dish washers, carpenters, mail men and vegetable peelers. Very often, at first, these various duties were performed in a slovenly way. Councillors re-

fused to be mere policemen. Instead they often proceeded to do the neglected work themselves, and by so doing helped to set standards of good work. This volunteer work by councillors prompted the boys to ask, "Why are you doing that job? Let me do it." The answer was, "We couldn't wait," or, as in the case of a table left dirty, "We're not pigs, we won't eat from that dirty table." And although busy with many special jobs, such as first aid, menu planning and so on, the two councillors took a turn at dishwashing and other chores until campers learned that these things were of prime importance and must be done well. For repeated negligence of duty campers helped councillors to enforce a "no work—no eat" policy.

In addition to routine detail work, four major construction projects were undertaken. These projects came to be regarded by all as necessary to the general welfare of the camp. Of the four, building a swimming pool was the favorite. Formerly a brook overgrown with brushwood and filled with rocks and boulders of every conceivable size, the pool was cleared out and dammed up under the leadership of two campers. A wood plank nailed into the old bridge and anchored by a boulder served as a diving board.

A second project called for the cleaning out of an old barn, which provided us with much of our wood for burning and for the construction of tables, benches, doors and flooring. Half a ton of debris was removed from the original two floors of the barn. After removing a rotted second floor the boys began to look forward to using this hollowed out structure for indoor rainy day programs. They cleared out the first story and relaid a floor and were in the process of building a stage, when a fire in the barn halted further endeavor.

Our need for a ball field prompted us to clear out an acre adjacent to the mess hall, using scythes and sickles on six foot tangled bramble bushes, axes and saws on dead and decaying locust and apple trees and, finally, cleaning up by rake, shovel and fire. Much of this work was welcomed by campers as a chance to develop

"Although the problems of youth are old they rise today in a new setting. At a time when our standard of living is high, thousands of youth are homeless; when our welfare and protective agencies are most extensively developed, thousands of youth are becoming criminals; when society is providing the young with extended educational opportunities, our college and high school graduates are unable to use their added skill in service to mankind; when youth are equipped both physically and mentally for useful work, they are unable to find jobs. During a period of potential abundance many of the needs of youth must go unsatisfied. Youth today feels the pangs of Tantalus in the midst of abundance." — From *Today's Youth Problem* by Frank W. Hubbard.

muscle. Enthusiasm increased with progress until all the original pessimism about "ever getting a play field" was forgotten. The field was then ready to be used for baseball, soccer, volley ball, horseshoe pitching and boxing. Several campers set up a baseball back stop; others, a standard for basketball. Campers also dug out a pit for broad and high jumping. Later on this field was the site for the camp barbecue when one large pit for roast corn and a half dozen fireplaces for steak were constructed.

A two-acre garden required daily care. Although planted late it yielded enough corn, beans, lettuce, peas and other vegetables for a two-week menu. In addition, local expeditions for blackberries, raspberries, huckleberries and apples were held.

Draining the hundred and fifty feet of roadway and laying a rockbed foundation was still another major project.

During this heavy work and throughout the entire summer the health of the group was maintained at a high level, only one boy having been sent to town by the doctor on one of his periodic visits. That camper returned within five days, having recovered from an undetermined high-pulse and fever illness brought on by exposure. Relaxation, regular living and the sun "had done for the rest."

Planning for and with the Individual

By the first week of August such progress in basic construction work had been accomplished that we could devote part of our work period to individual interviewing and planning. Based upon four or five weeks of intimate living our interview sessions with individual campers were exhaustive. Campers had been informed in several general announcements that we would submit them to an interview ordeal at which time they must be able to give and take on every question and issue dear to them. We were going to challenge them, and they'd better start thinking. Our mock heroic announcement found them eager to talk with us. Obviously they had problems which they wanted to discuss.

For an hour or more at a time, individual campers were submitted to a barrage of basic questions. "What are you going to do in the fall?" If he had made a definite decision as to vocation, "Why that choice?" Was he suited by training, experience or interest for that choice? What friends and contacts had been made? To what

groups did he belong? What did he do with his leisure time? His outlook on life? Attitude toward white collar, labor or trade work? Girl friends—what sort—or why had he none? Did he read—what? Goals in life? How did he estimate his own strengths and weaknesses? Had he anyone to look up to or to pattern after?

An amazingly small world most of these lads were living in—living mystically with their unrealistic hopes, wishes and ideals! Few solid plans or approaches were revealed. The boys hoped for a break of some ten or fifteen dollar a week white collar job. They were characterized by vocational shifting from one job to another in order to make "easy money." We encouraged purposeful, exploratory shifting only when needed. Retreating from life by way of a heavy diet of radio, the movies and magazine success stories, they were content to live a narrow life, with few vital friend or group relationships. They lacked the initiative and the courage to get out of a senseless routine. They continued with a schooling which they hated, or stayed at a job waiting for a lucky break. With the exception of four or five, all wanted to be white collar workers and had no plans for securing additional training to prepare themselves against the familiar lay-off which usually followed several raises. Vocational choices had been made through high pressure salesmanship, on the basis of snap judgments, through family pressure or because of the success of a friend. And their contacts with girls were limited in the main to the home block. These boys were bearing the brunt of the depression. They were indeed a "shell-shocked youth." They had no prospects and their fight was leaving them.

This situation called for the inception of a program aimed at building up courage, self-confidence and respect. Setting up goals and taking first steps towards their attainment were necessary. In discussions and through reading many false gods were at first overthrown. The ground had already been partially cleared by mutual confidence and common sense relationships leading to the elimination of old-time-formalities and insincerities. We had long been out of the "Mister" and "Sir" stage. In place of the old favorite pulp magazines, good literature was gradually introduced. And the trash disappeared by means of bonfires. The few good books we had were in constant circulation due to a long reserve list. The acquisition of a radio for the last month provided

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The Story of a Summer Play School

By **SIDNEY J. LINDENBERG**
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THROUGHOUT the months of July and August, settlements, playgrounds and community centers all over the country offer children opportunities for recreation through playgrounds, day camps, home camps, summer play schools or other variously named activity programs which are similar in content. Sums ranging from a few hundreds to several thousand dollars are spent during eight weeks of the summer to carry out these activities. Since such an outlay of money is usual among centers sponsoring this type of summer activity, it will be of real interest to people in the recreation field to learn about a summer play school which ended its season with a profit.

During the eight weeks from July 8th to August 26th, the Neighborhood Center located at Fourth and Bainbridge Streets, in the heart of the South Philadelphia pushcart section, carried out a summer play school program for a registered group of 276 children and found, when a full accounting had been made at the end of its eight week session, that a profit had accrued on the financial as well as the recreational side.

A Glance at the Play School

From Monday through Friday of each week of the eight week session, at 9:00 A. M., when the children were all called together from the center's courtyard to come into their opening assembly, the auditorium was well filled with an alert, happy group of children. Even rainy or threatening weather failed to keep many from arriving at play school every morning, and arriving on time.

Each day's play school session lasted from 9:00 A. M. to noon. The session consisted of three periods. From 9:00 A. M. to 10:00 A. M. the children were given the opportunity to attend one of twenty different types of classes. From 10:00 to 10:30 A. M. there was a recess period during which the children spent their time in the courtyard in free play.

Anyone desiring information on summer play schools will find it helpful to secure a copy of "Community Programs for Summer Play Schools," published by Child Study Association of America at 221 West 57th Street, New York City. The pamphlet presents conclusions and suggestions from observations and field service in various cities. Price, \$.35.

During this recess milk and cookies were sold at cost to any children desiring a mid-morning "snack." At 10:30 A. M. the daily assembly was called

together. A different type of assembly program was offered to the play school members during each of the five mornings of the week. Monday's assembly was devoted to group singing. The songs taught were either of the novelty type or folk song variety. Tuesday's assembly program gave the children an opportunity to perform. It was a stunt day assembly for which the boys and girls signed up in advance. Wednesday morning was known as Health Day, and the assembly was devoted to health talks, stories, or educational movies. Thursday was Safety Day, and the same scheme was carried out in assemblies as was followed on Wednesday mornings. Friday was Track Meet Day, and on this day the assembly time was devoted to a series of novelty races for all age groups of both boys and girls. The six-year-old had just as much opportunity to participate as the fifteen-year-old. Races were chosen in which the non-athlete would have just as much chance of winning as the expert track man. This choice of races made for real group participation. Certainly this varied assembly program gave all the children an opportunity to enjoy themselves. From 11:00 A. M. until noon the children again attended classes, and then at noon the day's play school sessions were brought to a close.

The following groups and activities were offered the children: Pantomime, dramatics, modeling, Indian lore, leather craft, chorus dancing, folk dancing, cleaner craft, linoleum block work, glass painting, chip carving, crepe paper craft, weaving, knotted cord craft, mask making, village building, doll club, rhythm band, story hour, and playground activities. No child was forced to attend any of these classes but was permitted to choose his own groups.

On the Financial Side

To join the play school each child paid a registration fee of ten cents which went toward the cost of class materials. Through this fee losses of the first week of play school, when children were making up their minds as to which classes they liked most, and were consequently wasting some material, were made up. Once a child actually started to work seriously on any article in a craft class he was informed of the cost of material and advised to start to pay for his article immediately. Pennies, pennies and pennies were brought in, with the result that when the eight week play school session closed most children found that their articles were all paid for. Once a child started to share in the cost of material on which he was working, he showed more interest in completing his job and turning out a belt, wallet, carved box or woven stool that was representative of his finest workmanship. The result of getting the children to pay the very nominal price of their materials was that very little material was wasted and very few articles that were started were left unfinished.

Charges made to the children could be kept low because plans for the play school were made months in advance of its scheduled opening, and staff members had sufficient time to tap sources for securing free of charge supplies such as scrap leather, scrap linoleum and rope for weaving. Stores in the neighborhood were told that we wanted hinged cigar boxes for a class group at the center to sandpaper and chip carve into beautiful handkerchief boxes. Scrap glass for glass painting was secured from a glass supply house which would have thrown the material away and was very glad to give it to us. Another source of glass was old picture frames stored in the center's basement. In this way much of the craft material was secured, and only materials such as leather lacing, snaps, paint, crepe paper, clay, and plaster of Paris had to be purchased. As a result of knowing in advance just what classes were going to be offered and of searching out materials as we did, we started our sessions secure in the knowledge that we couldn't lose on materials.

Our Gala Carnival

From the opening day of play school, Monday, July 8th, we kept the children interested by stressing the fact that we were going to work toward the completion of a summer project in a

period of eight weeks. They were told that the project would culminate in a gala carnival on Monday, August 26th, when all the work done in the handicraft classes would be placed on exhibition, and all the activities of the dancing and dramatic classes would be interwoven in a carnival musical revue. The objective which was set for them was not an unattainable one, nor one which would be terminated so far ahead as to cause them to lose their interest. Consequently, over the eight-week period the interest of the children never lagged, and kept climbing toward a peak which it reached on the closing carnival day.

And what a day it was! The craft exhibit was varied, large and interesting. Articles on display represented excellent workmanship and were really usable. The leather craft exhibit contained wallets beautifully tooled, vanity cases, change purses, comb and file cases. Weaving was represented by footstools and chairs very colorfully woven with different shades of rope. There were many belts, varied in design and color, made of knotted cord. Handkerchief boxes, suitable for use anywhere, featured the work of the chip carving classes. Glass paintings in colors, linoleum blocks, plaster of Paris wall plaques, masks—all these, as well as many other things, represented the work of individuals during the eight week session.

In addition, there were several group projects made by boys and girls from seven to nine years of age. One was a farm project constructed largely of cardboard. Animals for this were made of peanuts and toothpicks. Then there was a baseball game with the diamond laid out on a green cloth and all the players made of pipe cleaners. A Puritan village was made of crepe paper and pipe cleaners. A zoo was displayed, with animals created from corks and pipe cleaners. One of the most interesting of all the projects on exhibit was a set of rhythm instruments made by the kindergarten children ranging in age from three to six years. In this exhibit there were drums made by stretching cloth over cheese boxes, jingles made by nailing bottle tops to blocks of wood, rattles made by putting beans in small round cardboard boxes, sandpaper blocks constructed by gluing sandpaper to blocks of wood, cymbals from metal ash trays, and a xylophone from shoe horns. The exhibit was of unusual interest, and during the course of the carnival day more than a thousand neighborhood people came in to see it.

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The Organized Camp on



Courtesy Canadian National Parks

Recreational Demonstration Projects

Preliminary plan of Resettlement Administration operating through National Park Service

THE PRIMARY object of the Resettlement Administration and National Park Service in developing recreational demonstration projects is to provide organized facilities to a large number of people at the lowest possible cost. Through the camps which are being established many boys, girls and adults, particularly those in the low income groups, will have a much needed opportunity to use public lands for recreational purposes—an opportunity which otherwise might not be available to them. By setting high standards of camp operation it is hoped to demonstrate to the community at large the values of organized camping and to stimulate state and local agencies to develop similar facilities.

Plan for Administration

The actual operation of the camps will be carried out by properly qualified public, semi-public and private non-profit organizations interested in organized camping. The program of developing organized camping facilities will aid many camping agencies who are now either unable to secure camp sites and structures or who are operating camps on sites entirely inadequate for their needs.

The agencies selected to operate the camps will be chosen on the basis of their ability to give the camps the widest possible use. Wherever councils of social agencies or similar organizations exist, their camping or recreation committees will be asked to appoint advisory committees to aid in the selection of camping groups to operate camps on the recreational demonstration projects. Where such councils do not exist, representatives or individuals interested in camping will be requested to assist in the organization of such advisory committees. It is hoped that with the aid of such committees the camps may be made to serve the needs of the community and to reach groups which are at present without camping facilities. Before an organization is granted a camping or recreational permit it will normally be required to demonstrate its ability to meet the minimum standards for organized camps which will be a part of the permit. These standards have been established to guarantee the safety and well-being of every camper and the proper use of all camp facilities.

Annual camp rentals will be kept as low as possible in order to make the camps available

to the agencies for whom they were primarily intended and at the same time make it possible for such camping agencies to meet the desired standards. The minimum annual rental of a camp of 100 camper capacity, exclusive of staff, has been set tentatively at \$600 for the period during which the camp sites are to remain under the supervision of the National Park Service. The rental is intended to cover only the maintenance cost of the camp. The services normally supplied to the agencies operating the camps will be water, garbage removal, refuse disposal, necessary repairs to buildings and twelve months of police protection. The camping agencies will supply all removable equipment with the exception of stoves, dining tables and benches.

The \$600 annual rental was computed on a basis of a charge of 75 cents per camper per week for an eight-week period. Eight weeks were taken as the average summer camping season though it was recognized that some organizations have a shorter or longer season. It is not contemplated that an additional charge will be made for the winter use of a camp since maintenance charges during the winter will be limited largely to the salary of the caretaker. It is expected that small groups using a camp during the winter season will provide their own arrangements for refuse and garbage disposal, and carry their own water from the caretaker's house or from some other point on the area where it was obtained. Eventually when the permanent maintaining agencies operate the projects, it is expected that rentals may vary from state to state and from project to project, depending upon the varying costs of maintenance.

Permits issued during the first year will be for a period of one year or less. When the projects are turned over to the permanent maintaining agency, it will be recommended to the maintaining agency that permits for a longer period be granted to organizations which have demonstrated their ability to operate camps properly.

The initial development of camps has been limited to camps of a capacity of 100 campers for boys and girls, and 150 campers for families since results of a survey indicate a general demand for camps of these sizes, and experience demonstrates that larger camps are undesirable both from the viewpoint of the

camp administration and the individual campers.

Small groups sponsoring camps of less than 100 camper capacity are encouraged to combine, wherever possible, to effect economies in operation. As an example of such combination, the Washington Council of Social Agencies is developing a plan to combine nine existing camps into three camps of 100 camper capacity each on the Chopawamsic Project.

It is expected that at least one camp in each project will be ready for occupancy by the summer of 1936. Applications for permits for the use of the camps may be made to the regional officers of the National Park Service in the area in which the camp is located.

Minimum Standards for Organized Camps

Each group, agency or organization operating an organized camp on a recreational demonstration project must meet the following minimum standards:

Leadership

A camping or recreational permit will be issued only to a group or an organization which is incorporated under state laws and has an official committee to supervise the camp.

The camp must be under the direction of a trained camp director, a person of mature judgment and at least 25 years of age, who will take full responsibility for the camp's administration.

The camp committee and the director must be familiar with the state health laws and regulations relating to the operation and maintenance of a camp.

The staff of each full season camp must include a registered nurse or a doctor of medicine operating under license. When only a nurse is employed, the services of a doctor, located in the neighborhood of the camp, must be made available for emergency cases. Arrangements for such services must be made prior to the opening of the camp.

A water-front director, who is at least 25 years of age and holds a Senior Red Cross Certificate, must be on the staff of each camp offering swimming, boating or canoeing.

In the case of children's camps, one adult counselor must be provided for every eight campers.

Health and Sanitation

Each camper and staff member must pass satisfactorily a physical examination not more than one week before entering camp and must present as evidence thereof a health certificate signed by a doctor of medicine. The physical examination, based on health history, must cover heart, lungs, throat, eyes, ears and sinuses.

Each camper must also present a health history signed by a parent or guardian. While in camp, the campers and staff members must be examined at least once a week by a resident or visiting physician, who at the same time, will make a general sanitary inspection of the camp. The parts of these requirements which may not be deemed necessary to the health and safety of other campers need not be complied with in any case where convictions may conflict with such requirements.

All persons engaged in the preparation and serving of food must satisfactorily pass, not more than one week before beginning work, a complete physical examination based on health history and made by a doctor of medicine, and must present as evidence thereof, a health certificate signed by a doctor of medicine. The examination must include laboratory tests for venereal diseases, typhoid fever, diphtheria, and any other tests required by the local and state departments of health for persons engaged in the handling of food in camps.

The camp director must maintain satisfactory sanitary conditions in the main and unit kitchens, ice-boxes, dining areas, store houses, wash houses and latrines.

Common drinking cups must not be used.

Buildings and grounds must be kept clean, and paper and other rubbish easily burned must be disposed of daily in the camp incinerator.

Drinking and swimming water must be analyzed and certified as safe by a properly authorized official at least twice during the camping season.

Camps must be operated in accordance with all state and local laws relating to health and sanitation.

Any recreational group interested in obtaining further information regarding the project described here may secure from the National Park Service at Washington a list of the names and addresses of regional officers of the Service, and a list of recreational demonstration projects on which camps are being built.

Safety

The camp director shall require the written permission of a parent or guardian of each minor camper who desires to attend the camp.

The camp director must make a roll call or other check-up of all campers at least twice a day.

Adequate first aid equipment must be provided.

Necessary fire equipment must be provided.

No fire-arms will be allowed in the camp.

The camp will comply with all state and local laws, rules and regulations relating to safety features of the camp.

Water Safety

The camping organization will comply with the rules of the American Red Cross Life Saving Corps for water safety.

Each camper and staff member must be classified as to swimming ability, such classifications to be: non-swimmers, beginners, and swimmers. All swimming facilities must be classified and definitely marked according to areas which will be safe for non-swimmers, beginners and swimmers. All persons shall be confined to the limits of areas defined for their classifications.

A check system must be provided and used by all persons entering and leaving the water.

The Buddy plan, which provides for the division of the group into pairs so that each person has a buddy while in the water, must be in force.

Each distance swimmer must be accompanied by a boat manned by an American Red Cross Senior Life Saver and an experienced oarsman.

Swimming after dark is forbidden.

Life-saving equipment, which is adequate for the types of swimming, boating and canoeing areas used, must be provided and so placed as to be immediately available. Such equipment must be kept in perfect order at all times.

Swimmers must not leave the regular swimming areas unless accompanied by a boat manned by a Senior Red Cross Life Saver and an experienced oarsman. All boats

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Education Versus Recreation

By LOUIS WESSEL

LAST SUMMER New York State undertook an innovation in connection with the administration of its tourist camps, the inauguration of a project of adult education in conservation. At each of two of its most popular camps an outdoor stadium was erected with the aid of CCC labor, one at Hearstone Point on Lake George to seat 600 people, and the other at Fish Creek Ponds diagonally across the Adirondacks, built to accommodate a thousand individuals. A naturalist was assigned to the latter point to help in the development of the project. This included, besides putting the stadium to proper use, the development and maintenance of an outdoor museum, the laying out, construction and labeling of nature trails, and the organization and conduct of hikes to points of interest.

The project was specifically one in education for adults, and in conservation. It is needless to say that while it was aimed primarily to reach the adult it appealed with equal, if not greater, force to the younger folk. But, then, they will be adults in due time, and after all has been said and done the best time, still, to educate the adult is before he reaches that estate. The education, as stated, was to be for the tourist, the camper, to afford him, if possible, something available as such immediately, as well as something worth while for the rest of the year.

The education was to be in conservation, and despite its apparent paucity and limitations that field afforded ample material, as may be seen. Conservation, in many minds, is associated with preservation, and quite properly so, but the association is one of relationship only. Conservation, as some one has said, is use without abuse. Only in so far as abuse may become involved does the element preservation enter. Thus conservation may be further

defined as preservation for use without abuse. If the conduct and attitude of the Adirondack tourist are a criterion, then the New Yorker and his near neighbor have learned their lesson in conservation and learned it well—in some respects.

The almost total removal of the original forest cover, considered by the early settlers a necessity to the advance of culture in the state, later looked upon by far-sighted people with doubt, and finally realized generally as a calamity, has brought about a revulsion of feeling toward all further destruction of forest growth, even toward, in some cases, the logical use of mature and marketable stands. In this regard the folks of the state have gone a step beyond those of its neighbors. In the proper use of the camp grounds, which may logically be considered conservation, the campers at Fish Creek Ponds conducted themselves in a manner worthy of commendation. Little rowdiness, little disorder, little carelessness toward other's rights, speak well of a nomadic community to which ten thousand people come without assuming any but a moral responsibility, and from which they go without leaving any permanent obligation, and may well be accepted as a model of conduct by the temporary residents of many another outdoor camp-ground. These illustrations tell about one side of the picture.

The other side is probably not quite so free from fault. Only one or two illustrations need be given. The white water-lily is one of the most attractive of wild flowers, and nowhere is it more strikingly so than where it rests its delicate starry cup on the surface of its native waters unruffled among the wide oval pads. There it will bloom day after day, the first day like a budding rose, the next half opened, and then for days with its numerous waxen petals spread out in nature's own

"We are prone to look upon recreation and education as two processes, activities separable and occupying different, even if not divergent, channels: as if either could exist indefinitely without the other. Moreover, education has long been thought of as a primary need, and recreation as a secondary matter and of importance only in so far as it makes the satisfaction of other and more urgent needs possible. In recent years, however, what might be termed pure recreation is emerging from its former position of lower rank to find a place alongside the more essential, if not, indeed, the most important of human wants."



Courtesy National Parks of Canada, Department of the Interior

inimitable way, a delight to the eye and a charm to the soul. Like many other of our most showy wild flowers the water-lily does not readily withstand the shock of the harsh though probably well-intentioned hand. It soon loses its lustre and life when plucked. Yet whole armfuls of these flowers found their way into camp, only to fold up dismally within a few hours and to be consigned summarily to the scrap heap. It's a shame to leave them where nobody sees them, is the argument. This illustrates one of the vulnerable aspects of the need for education in conservation, and this aspect may be enlarged upon almost *ad libitum*.

Then there is the conservation, the proper utilization of time. Many campers, even among the somewhat experienced ones, are more or less at a loss to know just what to do, how to arrange and discharge the various duties incident to camp life and how to fill most profitably the precious hours and minutes remaining. Here is an aspect that is of far greater im-

portance than the few days or weeks of camp life would seem to accord it, for the real benefits of a vacation are those of a permanent character, not those evanescent with the days of the vacation itself. The most valid justification for a vacation is the year-long benefit the vacationist may derive from the few days devoted to it. But the need for education in these things and the filling of that need are two different matters.

To most folks, especially adults, education is something that involves effort, work. They come to camp to get away from so-called work, not to meet it. They unconsciously revolt against anything that savors of unnecessary burden. They come here to rest, to play, to enjoy themselves, not to labor. Hence, any program in education, in order to appeal to them, must be presented in

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"Our parks are the heritage of our people. . . . The parks of our country are largely the hope of America wherein may be preserved, unbroken and undisturbed, the fabric and life of groups and associations of many forms of wild life, native regional beauty, and with it the breath-taking beauty of America; the strength of a nation."—Paul B. Riis in *Parks and Recreation*.



Courtesy National Parks of Canada, Department of the Interior

Radishes and Roses



"He is happiest who hath power
To gather wisdom from a flower."

HAPPINESS grows with radishes and roses in a children's garden. Yet the child, harvesting his crop at its maturity, counts only bunches and heads and pounds, not happiness, into his crop bag, as he fills it and proudly carries it away. The happiness shows in the lilt of his walk and the light in his eye. Nor does the child consider as he walks quickly along that he may have grown in industry, in responsibility, and in unselfishness. His new inner tallness shows in his quiet contentment and in his broader understanding. The child gardener finds a primitive and a deeply satisfying field for self-expression. With his hands in the earth he touches, comes to know and appreciate the basic things of life, the simple things, the beautiful things. The garden teacher sees these developments, and to the degree they are present measures her crop and evaluates the success of her human garden.

Aristotle said long ago, "The land that produces beautiful flowers and luscious fruits will also produce noble men and women." Our country stirs in its sleep, awakening gradually yet surely to the truth of that statement. Expression of that awareness takes form in the promotion and fostering of gardens, and increasingly the emphasis is on children's gardens, for in the hand of youth is the key to a nation's progress.

Starting the Garden. In starting gardens there are many organizations which can be of assistance in arousing interest and enlisting the support of the people in general or of particular individuals. Schools and mother's

clubs or women's clubs with garden departments are perhaps the best organizations of this kind. Churches, parks, national garden club organizations and public libraries can provide valuable assistance.

Leaders. The garden leaders should be given four to six lessons by a garden specialist covering the garden methods necessary in carrying out the plans described in this article. The leaders should be persons who are interested in gardens and children and have a college background or its equivalent in work in botanical science. Garden clubs, Boy Scouts or Girl Scouts, school departments and nursery men can give assistance in training leaders.

Finance. If the garden is to be privately financed, the enlistment of wealthy and socially prominent individuals may be sought to form an auxiliary to finance the garden project. Leadership may be voluntary or paid, and many things—garden tools, lumber, seeds and work—may be donated by interested persons. The Cedarhurst, Long Island, children's gardens, started by the P.T.A., have now been taken over by the school department as a regular project.

Membership. Children and young people from eight to nineteen years of age are eligible for the gardens. The eight and nine year olds are perhaps the most enthusiastic, while twelve year olds

do the best work. The older children are keenly interested if they are interested at all and delight in special projects and in assisting the younger children. Of the 200 children at the Brooklyn, New York, children's gardens over a third are of high school or junior high school age. Anyone may belong to the garden up to its capacity

The Children's Gardens of the Brooklyn Botanical Gardens, under the guidance of Miss Ellen Eddy Shaw, have made an enviable record. We present here a brief outline of her organization and in part that of the children's garden group of Cedarhurst, Long Island, called the "Junior Garden League," which was started under Miss Eddy's leadership. With very little adaptation the plans will fit into school, home, vacant lot or playground garden program.

and within the age range. A fee is charged, for it is felt that a small charge (10 cents for the whole year) makes the child feel he belongs, and he is all the more interested for having invested his money in the enterprise. Club organization with officers further increases the feeling of belong-

ing, of having a part. Each member receives a free celluloid button of garden membership.

Program. The garden program is not just a spring and summer affair. It lasts all year and is roughly divided into three terms. The fall term, with study of nature, bulbs and cuttings, covers eight weeks. In the spring preparation is made for the garden planting, and since children from Manhattan and Brooklyn know very little about beginnings of plants, they start at the beginning, learning the appearance of the seeds and plants which they will later plant in the garden, experimenting with seed germination, studying the soil, making plans for and finally planting in flats and in pots. This term also lasts eight weeks. The summer season extends from May until September and consists of planning, planting, caring for and harvesting a garden, one or two children working together in each garden plot. In the summer the gardens are open Monday through Friday from 8:00 to 12:00 A. M. The very small children come Monday, Wednesday and Friday, while the older children come Tuesday and Thursday and one other day on which they help the smaller children. The Cedarhurst gardens, which are smaller, are open only three days a week.

Tools. A tool house, built in the case of the Cedarhurst children's gardens by the fathers from donated material, serves as a safe storage place for tools, a place for washing and recording the crop, and holds a shelf of reference books, while the Brooklyn children's garden house has lavatories, a small library and reading room, and there is a child hostess in the garden house. Tools are checked out and are wiped off and rubbed with oiled cloths when returned. The tools necessary are: a lady-sized rake (one to every six to ten

— LETTUCE —	6"
— CARROTS —	9"
— SWISS CHARD —	9"
— BEANS —	12"
x TOMATOES x	24"
— BEANS —	12"
— BEETS —	9"
— ONION SETS —	9"
— RADISHES (April) —	SPINACH (May) 6"

Plan for an 8' x 10' Garden

children); a lady-sized hoe (one for every child); spading forks (three for every hundred children); watering cans (not too large); a trowel (24 for every hundred children), and a hand cultivator (one for every child).

Planting the Garden. During the spring garden work

the child learns about what he is to plant. He is started with vegetables because they grow fast and satisfy the eager child more than the slower growing flowers. Vegetables also provide rich material for study of root and leaf and fruit. The soil of the garden plots may be prepared by the children, or where a number of garden plots are involved, as in Cedarhurst, it may be prepared by volunteering fathers, or, as in the Brooklyn gardens, by the sponsoring organization. To take a hundred children out on one morning and plant fifty or a hundred gardens requires advance knowledge on the part of the children of what and how they are to plant.

So on the floor is sketched in chalk the pattern (outside) of the garden, exact in size. The children take turns measuring off the rows, making drills and planting the seeds, just as though they were planting in a real garden. Each gardener is given a garden line, name tags for the rows and a pointed measuring stick, for making the drills. A corner stake bears the garden number. Even on the floor garden the children are cautioned not to step in the garden. The children receive their seeds and directions from the garden leader who carries a basket containing a garden plan, label sticks, pencils, dated seed bottles, a measure and garden line. There is one leader to every two, four or six gardens. Older children may help. The seeds are



given to the child in his left hand. He plants them with his right. In making drills he moves the stick back and forth along the string in short strokes so as not to pile up the dirt. In marking off the rows, the seeds of one row are sown, then the next row is measured with the line before these seeds are covered to aid in keeping the rows straight. The rows are crowded as much as possible so that the child will have as great a variety of vegetables as possible in his garden. Small children are given an 8 by 10 foot plot and older ones, 9 by 12 foot plots.

Garden Plans. There are right ways and wrong ways to garden so that beginners for the first year or two plant according to direction and in the set pattern in order that they may learn the fundamentals of gardening. Later on the older children develop their plots as they wish, raising flowers, different kinds of lettuce or spinach, cotton, tobacco, wheat and peanuts, or whatever appeals to them.

The following suggestions are offered for planting seeds:

Seed	Variety	Directions for Planting
Lettuce	Tennis Ball	Sprinkle thinly along the row
Carrot	Danver's Half Long	Sprinkle along the row
Swiss Chard	Fordhook Giant	One seed every two inches
Bean	Stringless Green Pod	Two seeds, eye down, every six inches
Tomato (plants)	John Baer	One plant 2½ feet from either side of garden and one in center of row
Beet	Crosby's Egyptian	One seed every inch
Onion Sets (bulbs)	Yellow	One bulb every three inches inches along the row
Radish	Scarlet Globe	Sprinkle along row
Spinach	New Zealand	One seed every two inches

Directions on the seed packet tell you how deeply to bury the seeds.

Garden Care. After the gardens are planted the rest of the season is devoted to cultivating, thinning and watering the garden. Harvesting only occurs with permission, for a record is kept of all crops harvested in numbers or in weights. Children take their own crops home. If a child goes away with his parents for part of the summer he makes arrangements for someone to care for his garden.

Garden Specialties. Garden specialties add interest and adventure to the program. At the Brooklyn gardens flower games are invented by the children themselves, parties are given, special reports, research and experiments are undertaken,

and pleasant afternoons are spent in the seed room or in the Shakespeare garden. The Cedarhurst children learned how to cut and how to arrange flowers. They published a garden newspaper entitled, *The Weed*, containing stories, essays and poems by the children and at the closing program of the garden season produced a playlet, "My Animated Garden."

Awards. Awards are given, but they are for recognition of individual achievement and growth and not for winning in competition with others. The Brooklyn Children's gardens have a blue and a green stake. Each week the blue stake appears in the best garden for the week in each of three divisions. A green stake is put in an untidy, ill-cared for garden or one in which tools have been left.

As the child progresses along a graded list of things to do and know, he receives a bronze pin and medal, later a silver pin and medal, and after several seasons of work, a silver cup as concrete tokens of his achievement. Work for these awards is non-competitive and voluntary.

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My Garden

I want to dig my garden up
 With my own little hoe,
 Then make the beds and plant the seeds
 And wait to see them grow.
 I'll have to keep the brooding crows
 From eating up the seeds;
 And then I'll have another time
 To keep it clear of weeds.

The Garden Seed

The sun the earth is warming,
 There'll be no ice or snow,
 'Til after garden harvest
 Then winter winds will blow.
 So, prepare the ground, O sower;
 The good seed then will grow;
 And in the golden harvest
 You'll reap just what you sow.

Poems from *The Weed*, written by Mildred Johnson, one of the Cedarhurst gardeners.



A Leap Year Party

Leap Year privileges have legal backing! In 1288 in Scotland, a few years later in France, and in the 15th century in Italy, Leap Year laws were passed. The Scotch law read as follows: "It is stated and ordained that during the reign of her most blessed Majesty, for every year known as Leap Year, every maiden lady of both high and low estate shall have liberty to bespeak the man she likes. But if he refuses to take her to be his lawful wife, he shall be fined in the sum of one pound or less, as his estate may be; except and always if he can make it appear that he is betrothed to another, he then shall be free."

THE OLD Leap Year law quoted above serves us as a guide in planning our party. The games and decorations should stress couple activities, hearts and romance, and in them all the girl makes the advances, plays the part of wooer taken by the man in "normal times." It is the girl who asks for dances, gives her chair to her partner and serves him. Valentine party games with Leap Year names and Valentine decorations provide good material for the Leap Year party. Such a party may be held appropriately any time in Leap Year. Following are suggested Leap Year games:

Introduction with a Kiss. Give each of the guests several molasses kisses. Tell everyone on the word "go" to eat them quickly. When everyone has his mouth "gummed up" tell the guests that they must introduce themselves to their neighbors, molasses or no molasses. It is hard to be serious or stiff while talking with a mouthful of molasses kisses!

Proposal Relay. Line up by couples, then separate the rows, the boys in one line, the girls in the other. A blackboard or paper is hung on a distant wall. At the word "go," the first person in each line runs to the board and the boy writes the first word of a sentence which is to be an acceptance to a proposal started similarly by the girl. The second player in each line adds a word to his or her respective sentence. The last player in each line completes the sentence by adding one word. The sentences are *not* decided upon in advance. First line finished wins.

Elopement Relay. Two rows of couples are formed. Each line has an umbrella and a suitcase in which are a large coat and a woman's hat. At the word "go," the girl (for it is Leap Year) puts up the umbrella, picks up the suitcase, and sheltering herself and her partner, runs to the other end of the room. The girl closes the umbrella, opens the suitcase, helps the man into hat and coat, helps him take them off, replaces them in the suitcase, picks up the closed umbrella and suitcase, and returns with her partner to touch off the second couple.

Black Art. Give all players a pencil and paper and book to write on, or instruct them to use their chair seats for a drawing board. Turn out the lights. Tell everyone to draw a picture of a seated stick-figure man. When that is done and pencils lifted, instruct the group to draw a stick-figure girl proposing to the man. Then add a bluebird for happiness, then a good luck sign, and what the man said. Turn on the lights and show the drawings.

Heart Troubles. On the back of the paper write your name. Pass the papers all to the left several times. Then, taking the letters of the name on your paper, one by one write a list of adjectives describing that person's heart, each adjective beginning with a letter in the name. Pass the papers to the left. In the same manner list a future husband's or wife's occupation, then pass papers left, and finish with the wedding presents. The lists are then read aloud for some if not all of the group, each person being returned his own slip.

Flickering Flames Relay. Divide the party into two lines of couples. At the goal is a table with two lighted candles. Each couple thinks of a wish. At "go," first couple in each line walk to the goal, whirl around twice, and try to blow the candle out in one breath. If they fail, they must tell their wish, chanting it together, and race back to touch off the second couple.

Famous Lovers. Several different games may be played based on famous lovers. The party may be a costume one and guests come dressed to represent famous lovers and be judged or guessed as a part of the program. The names may be pinned on the backs of the guests and each tries to guess the name on his back through conversation with others. Or charades or pantomimes may be worked out by each couple, or in small groups, while the rest guess which lovers are represented. Famous lovers are: Gabriel-Evangeline, Ruth-Boaz, Mickey-Minnie Mouse, Anthony-Cleopatra, Napoleon-Josephine, Isaac-Rebecca, Romeo-Juliet, John Alden-Priscilla, Paris-Helen, Adam-Eve, Hamlet-Ophelia, Dante-Beatrice, Jack-Jill, Punch-Judy, etc.

What Do You Do? Give men and girls each a slip of paper. On each is written something to do, the boys' slips having such things as, mixing bread, curling hair, trimming a hat, ironing, while the girls tie a necktie, make a furnace fire, shoe a horse, mow a lawn, look for a collar button, etc. The occupation is guessed by the others.

Clothes Make the Match. Give each individual or small group a pencil and paper. Read the following slowly, allowing a minute or two to write the answers. At the end the one with the correct list or most nearly correct list wins a prize.

Problem: If a girl wishing to marry a Scotchman wore plaid, and one desirous of catching a musician wore organdie, what then should the girl wear to "land" the following:

Artist (Canvas)	Editor (Prints)
Barber (Mohair)	Gardner (Lawn)
Financier (Cashmere)	Milkman (Jersey)
Fisherman (Net)	Undertaker (Crepe)
Banker (Checks)	Prisoner (Stripes)
Confectioner (Taffeta)	Hunter (Duck)

Modern Love. A Leap Year version of "Reuben and Rachel" will fit well into a small party or can be used with a large group if the group is broken into smaller units. Form a circle, or circles, each to contain twelve to fifteen persons. In each blindfold a girl and place her in the center of the circle with a boy. The girl tries to catch the boy, who must stay in the circle. Every time the girl

asks, "Will you?" meaning "will you marry me?" the boy must answer "yes" or "no" immediately. When the man is caught each chooses a new member to take his or her place.

Partner Choosing. In partner choosing the girl takes the prominent part. She takes the usual boy's rôle in the Paul Jones, tag dances, lemon dances and broom dances. Boys may be brought out with sheets over their heads and auctioned off to girls for candy or paper hearts.

Dancing. Folk dances, such as the "Three Old Maids" (Handy II) and "Skip to My Lou," may be adapted slightly to fit the Leap Year theme.

Break Your Heart Dance. If social dancing is on the program, give each girl a red balloon heart tied to eighteen inches of string. As the couples dance, each boy tries to preserve his and his partner's heart while guiding her, so that he or she may break other couples' hearts. The balloon may be tied to the wrist or ankle. The last couple with an unbroken heart wins a prize.

Getting the Mitten. Give each man several small cardboard mittens and hearts. Each girl is to propose to as many men as she can. If the girl is accepted she is given a heart, if not, a mitten. A prize is awarded to the girl who in a certain time collects the greatest number of hearts, and a consolation prize to the one with the most mittens. Proposals and replies must be made out loud so others may hear. The more original and high sounding the proposal, the more fun.

Music. Sing the old time and sentimental live songs such as "Little Annie Rooney," "L'il Liza Jane," "On a Chinese Honeymoon," "Put on Your Old Gray Bonnet," "Let Me Call You Sweetheart," and "The Sidewalks of New York."

Refreshments. Carry out Valentine themes—heart shapes and red and white colors in the refreshments. Heart-shaped cookies and red punch may be served to a large group. Call the punch a "love potion." "Nose bag lunches," or box lunches put up for each couple at a smaller party might contain sandwiches, pickles, potato chips and cake. Call the cake "honeymoon delight," the coffee, "love potion," and invent similar names for other items on the menu. In the case of a small party the food might be wrapped and auctioned off under fancy names in return for paper hearts. Exchanges made later might assure a balanced meal for the buyer.

An Oklahoma Backyard in Action

"**H**ERE ARE the pictures of our backyard in action. You will see how small our space is—about 30 by 40 feet for the children, exclusive of the driveway. We are fortunate enough to have a vacant lot next to us which we keep mowed. Eight year old Walter and his pals play football and similar games there. We did not feel we could put any apparatus in the lot because of the responsibility in case of accidents or abuse or misuse by uninvited play hungry adventurers.

"The tower, which Daddy invented, is 4 by 5 by 10 feet to the very top and 7 feet from the ground to the platform. The uprights are 2 feet in the ground and are 2 by 6 inches by 12 feet. The rest of the lumber is 1 by 4 inches except the floor boards which are 1 by 8 inches. The climbers should be about 8 inches apart, with 12 or 13 inches between the upper ones. This gives variety and offers another way to get through to the horizontal bar. If we had it to do over, the horizontal bar which consists of $\frac{1}{4}$ of an inch galvanized pipe attached with $\frac{1}{4}$ of an inch rod iron threaded at both ends and big washers on the outside, would be on the other side away from the swings. In the picture the children were eager to demonstrate everything. In actual play they are obliged to take turns. There is also a trapeze on the swing frame between the two swings which was not in place when the

A tower which is sheer magic in the many uses it serves: One day a "G" man's lookout or a pirate's fort, the next it becomes a ranger's tower. Always it is a most exciting place.

Mrs. S. J. Lahman of Tulsa, Oklahoma, has sent us such an interesting letter about her backyard playground that we are sharing it with our readers. Are you fortunate enough to have a backyard? If so, are you using it to the best advantage?



pictures were taken. It was made from a hickory, pitchfork handle, the fork end being cut off and dressed down to match the other end. A cabinet maker suggested buying such a handle for the purpose rather than having one made. It cost only 45 cents. The knotted rope serves several purposes in

play but it is not thick enough for a good climbing rope. We have in mind buying a 2 inch rope at an oil field supply house.

"The awning is eyeletted and is easily removed, or the side flaps may be raised. Next year there will be a similar side piece for the east side to temper the blistering rays of our morning sun.

"You will note the slight spacing between the floor boards to allow for drainage; also the slightly greater spacing at the ends which give a finger hold to the climbers to pull up to the platform. The horizontal bar is a first-class brace on that side, and there is a board across at the ground which helps to brace it. Although the uprights are not concreted in the ground, the structure is beautifully steady. The braces, like

Topsy, just grew as they seemed necessary in the course of construction.

"The tower has been used as a ranger's tower, a pirate's fort, a 'G' man's lookout, and for many other purposes. It is a thrilling place to which to take one's package of sandwiches and a glass of milk for luncheon. And it is so easy to reach over and slide down the pole of the swing frame.

"We have some snow-guard fencing to try out as a guard around the tower end of the play space to reduce the hair raising effects of two year old Marian's monkey-like proclivities when our backs are turned. It will also shut her and her small friends away from the big sand box when a construction project is under way. Some time we may move the big box out of that corner and substitute it for her small box. We will then prepare a sand corner without a floor bottom so that the children may jump into it from the fence.

"Notice that there is just a nice distance between the tower and the swing frame so that the children can step over and slide down the pole. That is the preferred method of descent!

"Our present swing frame is made of 2 inch tubing with threaded fittings set up by an oil field driller who 'knows,' but the two swings and the trapeze are hung with heavy hemp which has been entirely satisfactory; in fact, when we replaced it this spring the old hemp after two years of hard use was apparently as good as ever even at the knots.

"The small fence enclosure in the foreground of the picture is the home of the guinea pig family."

The Parents' Magazine for June 1935 contains an



"Bully for you for saying that the less organized the play and playthings, the more suitable to the imagination of the children! The thing I am getting us playground people to discuss is how in blazes, with the natural tendency of human nature to slick everything up and be orderly, we can have on a small children's playground (pre-baseball), a sufficient mess to make the place habitable to children. The ordinary junk pile is better than a too orderly playground. And as for packing cases and what might be called 'wooden rubbish,' (also miscellaneous sandpiles and bits of lead and iron and half bricks), what could be nearer Paradise than these? Of course a barrel with an incline you can roll down inside of is a little better, if there are not too many nails sticking out inside, as in the German story books."—Joseph Lee, in a letter to a recreation executive.

article by Grace E. Batchelder entitled "Play in Your Backyard," which offers some additional suggestions. We present a few of them.

Children of all ages will want to keep house or have some sort of shelter in the backyard. For this reason, a life-size canvas playhouse is a good-looking and useful addition to the backyard. It is airy and large enough for juvenile housekeeping and club meetings. The umbrella play tent for a smaller space is a protection

from summer showers and an excellent shelter when serving lemonade in the shade. It is easily put up or taken down.

The backyard naturally makes the safest course for the indispensable two or three-wheelers. The extra effort in planning for an adequate speedway is repaid in freedom from worry when the children do not have to take their bikes and racers and scooters out in the street.

All children want to play with water, particularly as a cooling-off process on a hot day. A canvas pool is excellent for this purpose. This shallow pool and gentle shower reduce the disciplinary disturbances that usually counteract the benefits of cooling off with the hose. A splash in the pool is not such a shock to the system as the cold stream from the lawn hose. The canvas pool is portable.

Although specialized apparatus has its advantages, children will play successfully in the backyard with the most primitive material. It is surprising to discover how much fun they will get from two or three very large wooden packing boxes; and some smooth strong, not too heavy boards provide for climbing, sliding, balancing and housekeeping.

A substantial, fairly low-branched tree is a great asset to any backyard. Here

(Continued on page 94)

Maine Plans for State-Wide Recreation

By MARGUERITE D. LITTLE and RUBY S. CAMPBELL

WHILE many Maine citizens have long recognized their responsibility to children in the field of education, occupation and recreation, there had been very little community planning for youth in this state until the last two years.

Last March at a meeting of educators and welfare workers held during Farm and Home Week at the University of Maine, the Maine Children's Health Council pointed out the great need for more adequate recreational planning for youth. The consensus of opinion was that while the legislature had voted money to advertise the state as the summer playground of the nation, very little was being done to make it an all the year-round playground for the state's own children; that many fine camp sites and bathing beaches and pools were passing into the hands of forward-looking people for their own private profit, while communities and towns were doing very little long-time planning or setting aside of adequate land for parks and playgrounds and athletic fields. With federal emergency relief funds and additional workers from relief rolls available the group felt that the time was opportune to make a state-wide drive for more adequate facilities for children.

A committee was formed representing the following state-wide organizations: Parent-Teacher Association, State Department of Education, Maine State Grange, Welfare Department of the state, Children's Council, American Legion, and Red Cross. Mrs. Noel C. Little of the Parent-Teacher Association was made chairman of the committee. The purpose of this committee was to arouse interest through various organizations represented in the problem of community planning.



One of the State's projects is an attractive camp located at Echo Lake, Southwest Harbor

A form letter was prepared and sent to all Parent-Teacher Associations in the state and to the heads of the Grange and the Legion who were asked to sign the same or a similar letter to all their local groups. Through the 4-H Club director 500 copies of the letter were dis-

tributed to youth groups in the state. The letter stated in part:

"Summer vacation is a privilege and a responsibility that has not been adequately met in this state. The whole field of organized sports has received little encouragement. We cannot legislate what children or adults shall do with their leisure, but towns and communities can provide safe places to play and opportunities to direct that leisure into worthwhile channels that will have a carry-over value into adult life.

"1. Will you, first of all, appoint a committee of interested citizens to make a survey of the recreational facilities in your town? This committee to investigate:

(a) What facilities exist

(b) What projects the town could have with planning on your part and the use of federal funds for their realization

Please consider the following projects:

A. Playgrounds for little children to be fitted out with sand boxes, swings, teeters, slides, volley ball posts, basketball posts, long tables and benches for hand work

The playground should be adjacent to the school building or community center where the children can have drinking water and toilet facilities.

B. Ball fields for little children, as well as older ones

C. Swimming pools or places along the shore or stream or river that could be developed for swimming. The National Red Cross stands ready to furnish a limited number of life guards.

D. Athletic fields for football, soccer, baseball, etc., equipped with stands, lockers and shower facilities, if possible

E. Places where toboggan slides or slides for little children safe from traffic could be erected. Ski jumps and skating rinks

F. Community centers with gymnasium facilities

G. How many leaders could you use, local men and women in need of work, preferably with normal school training?

H. What crafts or arts could you teach in your community play schools?"

The committee then got in touch with the director of FERA for the state and the chief engineer in charge of projects, and secured their co-operation in the approval of all projects submitted through the regular town channels and having the approval of town officials. Contacts were also made with the official responsible for expenditures for marginal park land. He stated his desire to make the developments he might undertake fit into the state program for recreation which the committee was planning.

As a result of the letter sent out many towns applied for projects a large number of which were approved and have been completed. Since May 1st over \$127,000 has been spent for recreational facilities in Maine. In some cases the dream has become a reality through the vision of one leader in the community. We take pardonable pride in the spirit developed in the China Lake region where under the leadership of a local Parent-Teacher Association the end of the lake was put in condition for bathing; a splendid ball field was built and a summer playground started.

The committee soon realized that many towns not entitled to relief under the CWA or the FERA programs wanted to share in this planning program. The committee wrote to all of the state's Senators and Representatives in Washington asking their help in having some definite sum of money set aside for a state-wide program. A list of communities was prepared which were in the greatest need of help for their young people. Many letters were sent to the Relief Administration in Washington asking that the children of Maine might be considered as worthy of federal planning as power reserves or roads or bridges. A definite sum was allocated but the projects were

held up during the summer pending the appointment of a state WPA administrator. The committee is hopeful that before July 1936 many of the plans will be approved and completed.

Whether all of these projects are approved or not, we feel that a most encouraging start has been made in planning for the leisure time activities of youth and that the work will continue as more citizens realize the possibilities which lie in creative opportunities for the children of their own towns and villages. Maine is indeed grateful to the federal government for the splendid support of the emergency relief agencies.

Projects Completed by November 1, 1935

18 grandstands—	1 golf course
16 wood, 1 concrete,	12 rifle ranges
1 brick	1 winter sports park
27 children's playgrounds	10 skating rinks
opened	2 ski jumps
10 large parks	7 swimming pools
8 small parks	16 wading pools
102 athletic fields	5 bathing beaches
27 baseball fields	2 auditoriums
21 football fields	6 gymnasiums
6 track fields	16 park buildings
38 tennis courts	

The greatest need for the future is the extension of these facilities to small rural villages that were not entitled to relief or were too proud to apply for relief, having been just able to keep the wolf from the door by the strictest sort of economy and less abundant living. The children in these areas are in great need of intelligent leadership in their recreational activities. Our great task in the years immediately ahead is to plan for this leadership on the athletic field, the playground, and in the community center.

"About this time of the year most of us who have been pretty much 'house-bound' all winter begin to feel a great yearning for open spaces—vast sweep of sky overhead; no neighbors in sight; somewhere that makes us feel the world is big, and not too crowded, and that there's room in it for us—room to stretch—wide horizons for our eyes to wander, and illimitable reaches for our thoughts, our aspirations. Some of us love to 'stretch' on the sea, and some of us love to do it on shore. The great thing is to do it somewhere; not to deny that impulse. As long as you have it you know you're growing! When it no longer seizes you, it's because you've begun to shrink and settle." — *Clare E. Laughlin* in *The Library Journal*.

WORLD



Courtesy Canadian National Parks

AT PLAY

National Folk Festival

NATIVE America in song and dance will be reproduced during the second week of the Texas Centennial Exposition in the presentation of the National Folk Festival. Arrangements have been made for this national event, the southwest phase of which will be built up out of song, dance and folk play research in every county of Texas and adjoining states. The Texas Centennial Exposition beginning June 4th, will be host to the festival which has enlisted the drama, music, dances and handicraft of the history of the nation during the three years since its origin in St. Louis. Its second presentation took place last year in Chattanooga, Tennessee. This year's presentation will not be a professional one but a program of amateurs presenting the folk lore of the nation.

Jefferson Memorial

AT a special election held in the fall, the city of St. Louis, Missouri, voted bonds in the amount of \$7,500,000 which the federal government is to match with \$22,500,000 for the development of the city's water front. Thirty-seven blocks will be cleared of old buildings and Jefferson Memorial created, which will be maintained as a national park by the federal government.—From *Public Management*.

A Festival of Play

ON January 17th, the Bureau of Recreation of Philadelphia presented a Festival of Play in celebration of the 50-year program of municipal recreation. Three thousand people from 6 to 60 years of age took part in a program of games, gymnastic exhibitions, folk dancing and other activities.

Golf Courses for Minnesota

ONE of the provisions enacted by the 1935 state legislature of Minnesota authorizes cities of the fourth class to acquire and operate golf courses of not more than 100 acres adjacent to city limits.

Model Airplanes Popular

THE Public Recreation Commission of Cincinnati, Ohio, reports that the making of airplanes is becoming a very popular hobby with boys and girls. A new airplane club has been opened in a basement room at the Madisonville Library and there are two additional airplane centers at police stations in other localities. The report states that the growth of cooperative arrangements for use of buildings and in handling activities between the Police Department and the Recreation Commission should help to bring about a new attitude on the part of boys and girls toward the police.

Shuffleboard Game Equipment**\$5.00, \$7.00, \$10.00 and \$15.00 Sets****New Rubber Tired Discs****Will Not Split, \$5.00 Set****New Aluminum Footed Cues, \$2.00 Each***Catalogue***Daytona Beach Shuffle Board Co.****Philmont****New York**

A Fire Station That's Different—The recently dedicated Central Fire Station in Birmingham, England, costs approximately £150,000. In addition to essential accommodations for housing, a large number of fire fighting units and equipment, the building contains recreation facilities, a school, band practice rooms, a canteen, gymnasium, carpenter and machine shops, drill towers and housing accommodations.

A Gift for Roanoke—K. Mark Cowen, Superintendent of Recreation in Roanoke, Virginia, reports that B. J. Fishburn of that city has donated a tract of over 27 acres for park purposes.

At a Community Building—The annual report for the Memorial Community Building at Goldsboro, North Carolina, shows an increase in attendance over the preceding year of 33,374. The center continuously serves a wide rural area. Most of the spectators and players of the four basketball leagues come from the rural districts of Wayne County. The players and spectators from eight neighborhood councils participated in the eight county district girls' basketball tournament. During the past year the Wayne Recreation Council was organized to unite in an advisory and promoting body the citizens of Goldsboro and Wayne County interested in constructive, character-building recreational activities. As its first objective the council established a girls' and women's activity program, raising \$518.50 toward the expenses of this agency.

Junior Birdmen of America—The Junior Birdmen of America with headquarters at 1834 Broadway, New York City, is entering its third year of existence as a permanent or-

ganization. Its model plane records, writes Lawrence Shaw, National Director, are now accepted as the official national records for this country. The organization has issued the Official Model Plane Contest Manual for Junior Birdmen Wing Commanders.

An Experiment Crime Prevention—The Crime Prevention Association of Philadelphia, in cooperation with the Crime Prevention Division of the Bureau of Police, the Municipal Court and the Board of Education, has been operating since 1932 with a small staff and budget in an effort to prevent crime. Some of the results secured are: A decrease of 17% in the number of older boys arrested; an increase in the number of older boy offenders under supervision before they get into court; the transformation by the boys themselves of 70 vacant lots, obtained rent free, into athletic fields, the conversion of four abandoned school buildings into boys' clubs; the formation of fifteen additional clubs, given assistance in obtaining their own buildings. Other accomplishments have been assistance in finding employment for 100 boys and aid for 80 boys in enlisting in C.C.C. camps.

"First Houses"—On December 3, 1935, "First Houses" in New York City, the first housing project in this country to be built with public money and bonds and mortgages issued by a government housing authority was dedicated and opened. One hundred and twenty families will be housed in this development, paying an average rental of \$6.05 per room per month. The tenants will be workers whose monthly income does not exceed five times the monthly rental. Recreational facilities are provided. Approximately 6,500 square feet of land at the west end of the project have been turned over to the New York City Park Department for a playground for the use of boys and girls under sixteen years of age. Indoor recreation rooms and facilities are furnished for the use of the tenants. On the ground floor directly off the playground is a recreation room approximately 25 by 20 feet equipped with two bridge tables, chairs, a ping pong table, a book shelf, and a reading room and tables for children. Space has been provided for a small kitchen and game closets. Office space in one building is to be used in the evening for older boy and girl activities.

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SPRINGFIELD, OHIO

Several basement rooms will be made available for arts and crafts and for recreational activities.

Expenditures for Recreation in Elizabeth, N. J.—The allocation of funds to the Recreation Department of Elizabeth, N. J., represents an expenditure of less than 1c (.009) of each \$1 of tax money. It is estimated that a per capita cost of only 32c a year was spent in 1935 to operate the entire program of the Department.

Philadelphia's Dance Festival—The first of the special events of the Philadelphia, Pennsylvania, Bureau of Recreation to be held in 1936 was the dance festival presented on February 14th. The contest was open to boys and girls under eighteen years, each center entering two groups whose minimum number was six. Each group was required to dance two and a half minutes and not longer than four and a half minutes, and it was further required that the groups dance to music. Dances were judged on the following points:

(1) Perfect execution and rhythm; (2) Combination of steps or figures; (3) Difficulty of routine; (4) Neatness, cleanliness and appearance of participants.

The Henry Rockwell Baker Memorial Community Center—St. Charles, Illinois, is the home of the Henry Rockwell Baker Memorial given by Mr. and Mrs. Edward J. Baker, with the site and an endowment fund, in memory of their only son. The building also memorializes the young men and women from St. Charles who served in the World War. The entire memorial when turned over to the people represented a cost of about \$200,000.

The architects have used the medieval style of the Tudors. Leaded windows, half timbers, stucco, stone and brick are harmonized to meet the broad sweep of the slate roofs. Interior decorations are of the same general period and the furnishings have been chosen for their suitability. The grounds have been landscaped under the supervision of the Garden Club of St. Charles. In addition to a large assembly hall and stage, a lounge, swim-

The Publication You Have Been Waiting For!

● The National Physical Achievement Standards for Girls are now available. While designed primarily for use in schools, these standards will be of keen interest to recreation workers, camp directors and girls' club leaders in view of the fact that the instruction book contains directions for over fifty approved physical activities for girls.

Send for your copy of the instruction book.

Price 20 cents

If you desire samples of the certificates and record cards as well as the instruction book, send 25 cents.

National Recreation Association

315 Fourth Avenue, New York City

ming pool, bowling alleys, billiard room, kitchen, lockers and other facilities have been assigned to a number of social and benevolent societies. Here the American Legion, Business and Professional Women's Club, Young Mothers' Club, Boy Scouts, Girl Scouts and the Little Theater of St. Charles hold their meetings. The building also contains the office of the Chamber of Commerce which is a general information bureau at the service of the public.

New York City As a Country Club—New York City, says *The New York Times*, has now become, among other things, a very reasonable country club. The Department of Parks reports that season permits for tennis will be issued at \$3.00 to adults and at \$1.00 to persons under 17, and full season permits for golf for \$10.00. The tennis players will have their choice of public courts at about thirty different places in the city, and the golf players will find ten courses under the city's jurisdiction. "Add to this the swimming pools that the city has provided, and New York becomes a complete summer resort."

Safety Teaching Material for the Recreation Director

The Education Division of the National Safety Council publishes a variety of material designed to aid in the teaching of safety on the playground or in the school. We recommend the following:

SAFETY EDUCATION MAGAZINE—A monthly publication containing colored posters, graded lesson outlines, short plays and stories, informational articles, etc.

Price \$1.00 a year

THE JUNIOR SAFETY COUNCIL—A handbook of safety activities containing practical program suggestions, patrol organization and references.

Price \$.35

PLAYGROUND PACKET—A collection of safety material for the playground director. Contains 10 colored safety posters, a safety play, crayon lessons and instructions for the safe use of playground equipment.

Price \$1.00

Education Division, National Safety Council

ONE PARK AVENUE

NEW YORK, N. Y.

An Essay Contest—In April, the Elizabeth Peabody Settlement House, 357 Charles Street, Boston, cooperated with the American Forestry Association in conducting an essay contest on the value of trees to a city. It was open to boys and girls from nine to eighteen years of age, members of any settlement house, boys' club, community center, Y.M.C.A., Y.W.C.A., Y.M. and Y.W.H.A. or similar organization in the State of Massachusetts. Thornton W. Burgess, well-known naturalist and author, H. O. Cooke, chief forester for the Commonwealth of Massachusetts, and other leading authorities served as judges.

A Training Course for Camp Counselors—Beginning July 1st, the Educational Alliance and Young Men's Hebrew Association will conduct the second training course for camp counselors at Surprise Lake Camp, Cold Spring, New York. The course will continue for ten weeks, ending on Labor Day. Last summer's course included lectures by Dr. Jesse F. Williams of Teachers College, Dr. L. B. Sharp of Life Camps, Captain Charles B. Scully of American Red Cross, and other leaders in the camping field. Anyone interested may secure further information by writing Mr. Max Oppenheimer at Surprise Lake Camp.

Detroit's Camp for Boys and Girls—The Detroit, Michigan, Department of Recreation is operating this year, as it has for a number of years, a recreation camp of more than 300 acres of land at Brighton. The camp is divided by Lake Recreation into two complete parts—one for boys and one for girls. It is open to children from eight to fifteen years of age classified as juniors, eight to ten; intermediates, ten to thirteen, and seniors, fourteen and over. The charge is \$7.00 a week which includes transportation and insurance for each child while in camp. The cost for additional week is \$6.00. This low price is possible because the camp is operated without profit by the city of Detroit.

Iowa Conference on Child Development and Parent Education—The tenth Iowa Conference on Child Development and Parent Education will be held in Iowa City, Iowa, June 16th, 17th and 18th. The general theme for the

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conference is "Education for Family Life." Among the speakers will be some of the leading authorities in the country. Further information may be secured from the Iowa Child Welfare Research Station, State University of Iowa, Iowa City.

From Barren Tract to Municipal Stadium—

What was once a barren five acre tract of unused park land has been converted at low cost by the Hartford, Connecticut, Park Department into a splendid municipally owned athletic stadium. It embraces a grass infield baseball diamond, a regulation football gridiron and a quarter mile cinder track. The stadium is located in Colt Park within a stone's throw of the heart of the business district. The project was started with CWA and FERA funds. It is hoped to secure an additional grant for the construction of a grandstand and dressing rooms.

A New Swimming Pool in Interstate Park—

Through the WPA, the Palisades Interstate Park is to have a new swimming pool which, it is said, will be one of the finest in the vicinity of New York. It will be 600 feet long and 120



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feet wide, built out into the river, and supplied with filtered and chlorinated salt water. There will be three compartments, two 210 by 60 feet, one for public use and one for competitive swimming events, and a smaller space 60 by 60 feet for waders and beginners. There will be a large grandstand along the land side of the larger pools, and lockers and other facilities for bathers will be placed under the stand. Commissioners of the Palisades Interstate Park also report a new cabin colony with thirty cabins made of log siding and containing large living rooms and two bedrooms. The area will be equipped with electric lights and city water, showers, sanitary facilities, and a private bathing beach. Space will be retained for tent camping for those who prefer it.

The Jacksonville Choral Guild—On March 24th the Jacksonville, Florida, Choral Guild assisted by the Jacksonville concert orchestra presented Haydn's "The Creation" at the Duval County Armory. The WPA Federal Music Project and the Department of Public Recreation sponsored the concert with its chorus of

Among Our Folks

H. RAY MEYERS, Chairman Executive Committee of the Community Recreation Association of Decatur, Illinois, and formerly Superintendent of Recreation in that city, has received the Junior Association of Commerce Service Award for the year 1934 offered the young man most active in the promotion of civic enterprises for the betterment of the community.

PHILIP DUMONT, a graduate of the first National Recreation School, has received a permanent appointment as manager of the Sand Lake Waterfowl Refuge near Aberdeen, South Dakota. He will be in charge of this new federal area of over 23,000 acres. The refuge extends for about fifteen miles along the James River. The waterfowl nesting studies in this area will be centered here.

Earle A. Pritchard, who several years ago served as Superintendent of Recreation in Reading, Pennsylvania and other cities, has become Recreation Planner, National Park Service, with headquarters at the Regional Office in Bronxville, New York. Mr. Pritchard's territory covers the New England states, New Jersey, Pennsylvania, and New York. Before assuming his duties with the National Park Service Mr. Pritchard served as Supervisor, Emergency Conservation, Department of the Interior.

114 voices and five soloists, and an orchestra of 45 pieces. The singers were attired in vestments of red with white collars which were made by the sewing division of the WPA, the material being supplied by the co-sponsors. Seventeen hundred people heard the oratorio.

A Camp at Your Doorstep

(Continued from page 57)

keeping enough money to take him home. This system was good for their self-reliance. It applied to six-year-olds as well as to boys of fourteen.

The Boys Entertain

During the summer two parties were given—one an outdoor supper for all the parents, and the other a day at camp for all boys who had attended during the season. The campfire supper was a tremendous success, the boys cooking a

David I. Kelly

DAVID I. KELLY, Secretary of the Essex County Park Commission, died at his home in Maplewood, New Jersey, on March 24th.

Mr. Kelly's record as a recreation worker and park executive was a long and honorable one. He began his recreation experience in New York City where he helped organize the city's playgrounds. Later he served as Deputy Commissioner of Corrections in New York under Burdett G. Lewis, and when Mr. Lewis became Commissioner of Institutions and Agencies in New Jersey he appointed Mr. Kelly his deputy in charge of occupational work at the State Penitentiary. Nearly twenty years ago Mr. Kelly was retained by the Essex County Park Commission to install a recreational system for its parks, and two years later he was appointed Executive Secretary of the Commission. Mr. Kelly had a large part in making the Essex County park system an example of a county park system outstanding in its service to the recreational needs of men, women and children. Not only New Jersey but the country as a whole owes much to his vision and his ability to make that vision a reality.

dinner which brought everyone back for second helpings, and in the firelight, giving a sports show organized and run off by themselves. A special copy of the camp paper was handed out to all present. On the final day of camp, we played the last league baseball game, ate a campfire lunch, and heard the announcements of awards and the result of the Blue-Red match. We ended up with a treasure hunt and topped off with ice cream.

New York Tries Out New Methods of Education

(Continued from page 61)

If possible, routes should be changed if the same children travel to camp each day.

Diversion should be at hand to avoid boredom and monotony. Many quiet games are good fun and some might be used to lead up to the day's activities on arrival at camp. Some of these tend to quicken attention and alertness of eye and ear and mind.

Luncheon. If children carry their own lunches they should be marked with their names and carefully placed in a cool place as soon as camp is reached. If lunches are to be cooked over fires the



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hazards must be taken into careful consideration and there must be fuel obtainable and available. Receptacles will be needed for refuse.

The meal time must be one of friendly intercourse between leaders and children, and it certainly must be a happy time with camp songs or folk songs during preparations and clearing away.

If at all possible every child should be provided with milk and each lunch should include fresh fruit.

The Program. Trained recreation leaders must be on hand to direct the program and these leaders must at all times consider the physical condi-

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Magazines and Pamphlets

Recently Received Containing Articles
of Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, March 1936

The Government of Parks, by L. H. Weir
Planning the Recreational Use of Our Wild Lands,
by Dr. Frank A. Waugh
A Municipal and Utility Forestry Course, by
R. S. Marshall

Leisure, April 1936

Camping for Balanced Growth, by John B. Malcolm
Recreational Leadership and Character, by Walter
L. Stone, Ph.D.
Tournament Plug Golf

Mind and Body, February 1936

Competition and/or Cooperation? by Frederick Rand
Rogers

Junior-Senior High School Clearing House, April 1936

This issue is almost entirely devoted to camps and
camping and includes articles by many authorities

Camping World, March 1936

A Camp Bungalow, by Zenou Raabe, M.L.A.
Pre-Camp Planning: Program in Camp, by Irving
A. Schiffman, M.A.
The Why of Camp Laws, by A. F. Allen
Philosophy at Work in Camping, by R. C. Marshall

The Research Quarterly, March 1936

A Study of the College Women's Physical Educa-
tion Department in Its Relationship to the Com-
munity's Adult Leisure-Time Activities, by Donnie
Cotteral

Criteria for Studying and Evaluating Physical Pro-
grams with Relation to Their Leisure-Time Con-
tributions, by B. Spindler and John Dambach

Education, March 1936

Nature Education: Social and Recreational,
by William Gould Vinal

International Journal of Religious Education, March 1936

Play Tournaments and Christian Values, by Harold
A. Ehrensperger

Parents' Magazine, March 1936

Toy Symphony, by Bernice Evans Harding
Family Fun, by Elizabeth King
Playthings of the Month
Books for Boys and Girls, by Alice Dalglish

The Journal of Health and Physical Education, February 1936

The Legal Liability for the Injury of Children in
Public Schools, by Arthur Clayton Poe
The Cultural Significance of Sports, An Editorial
Water Parties for Indoor Pools, by Katherine Adams
Menges
Recreational Athletics for Women, by Elizabeth
Noyes
Social Physical Education and Recreation for the
Crippled and Disabled, by Richard Montgomery
Basket Speedball—Team Game for Large Classes, by
Verna M. Baker

The Journal of Health and Physical Education, March 1936

A Sane Athletic Program, by R. R. Abernethy
Recreation and College Life, by Dorothy S. Ainsworth

The Grand Rapids Recreation Safety Pageant, by
A. W. Thompson
Some Unique Recreational Programs in Germany,
by Hans Nabholz
Water Baseball as an Intramural Sport, by Joseph
C. Clarke
Side-line Basketball, by Helen M. Reilly
Deck-Hockey, by Lester G. Bursey
From Green to Tee with a Class, by Iris Boulton

Sociology and Social Research, March-April 1936

The New Leisure and Social Objectives, by Martin
H. Neumeier

The Girl Scout Leader, March 1936

Arts and Crafts at Camp, by Chester Marsh

The Camping Magazine, March 1936

Trends in Municipal Camping, by R. W. Robertson
Character Building in Camp, by Neal Drought

The Instructor, November 1935

Indoor Games from Distant Lands
Making Cornstalk Furniture and Toys, by Helen C.
Reed
Making Gifts for Other Children, by Eugenia
Eckford

PAMPHLETS

Playland, Rye, Westchester County, New York An illustrated pamphlet

The Annual Report of the Union County, N. J., Park Commission 1935

Live and Let Live

The Travelers Insurance Company, Hartford, Conn.

The 1935 Kentucky State Parks Annual

Kentucky State Parks, State Capitol, Frankfort, Ky.

Annual Report of the Playground and Recreation Associa- tion of Wyoming Valley, 1935

Wilkes-Barre, Pa.

Eleventh Annual Report of the Playground and Recreation Commission, Alton, Ill., 1935-1936

Annual Report of the Salt Lake City, Utah, Recreation Department, 1935

24th Annual Report of the Playground Community Serv- ice Commission of New Orleans, La., 1935

In the New Era of Motion Picture Entertainment

Annual Report of the Motion Picture Producers and
Distributors of America, Inc., 1935

tion of the children. They must be on the alert to
solve problem cases. The timid and bullying child
must be carefully lead.

Fatigue must be avoided and yet interest must
not lag. The leaders must be people with pleasing
personalities, who have an abundance of enthusi-
asm and are very adaptable.

A skeleton schedule must be set up with a range
of camp activities of the more strenuous type
planned for the morning period. Games should
be of the type not played in any city situation.
Hiking should be planned with a view to expos-
ing the children to as many of the nature inter-
ests as possible, and the hikes should allow the
"collecting instincts" to be satisfied. Actual

teaching of nature lore subject matter should be avoided. Treasure hunts may be so planned as to enhance these nature contacts.

Camp craft should be of the practical kind that will include those things which may be used during camp experience. They may find need for the various kinds of fires and fireplaces, tin can stoves or stone stoves, or they may want to construct some of different kinds of primitive woods shelters. They may wish to create some kind of reed or grass or bark receptacles for their collections of rocks and acorns, or they may want to prepare some kind of terraria or aquaria.

Dancing and singing games are usually enjoyed by the younger children at this time. Boys like the Indian dancing.

Afternoon periods should be devoted to quieter activities, such as story-telling and their dramatization, singing and handcraft. First, however, a period of complete relaxation must be allowed after lunch. Old newspapers spread on the ground make it safe to lie down, but these must be carefully picked up afterwards.

A council ring ceremony is a beautiful and picturesque closing to the day. Ernest Thompson Seton's handbook offers suggestions for this.

NOTE: The Recreation Department of the WPA of New York City of which Miss Louise Edwards is Unit Manager, has available charts, programs and sources of information used in planning for New York Day Camps.

Living with "Shell-Shocked" Youth

(Continued from page 66)

us with much discussion material. Campfire talks on questions involving mental and social hygiene and vocational guidance, as well as economics and politics, became increasingly popular. Our subscription to a city daily newspaper afforded the text for current topics and sociological forums. We were constructing an ideo-logical basis for the motivation of present and future conduct and we noticed an immediate improvement in morale.

In our everyday life situations arose which called for realistic behavior. With every arrival of mail new hopes about jobs were aroused. Campers were encouraged to go to the city even if it meant hitch-hiking both ways. And, finally, even faint-hearted campers began to press their friends, advisers and employment agencies by way of letter and visit. Daily information on government work relief was eagerly sought in the newspaper. On one occasion the rough treatment by police of



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several campers who were attending a public dance aroused the group to a fighting mood. Their original desire to retaliate physically was re-directed and led through organized channels of protest by letter, newspaper and personal visit. As for fighting physically at camp, several fist fights early in the season demonstrated a considerable lack of skill in self-defense. A boxing class developed a new self-respect and at the same time eliminated senseless fighting. Few, indeed, were these instances of true conflict in this camp isolated

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from an urban environment, but those experiences were important in setting behavior patterns for future action. At any rate, we had made a beginning.

What of the Future?

But it would be folly to maintain that our first steps will mark a new way of life for these youths unless community resources are expanded to answer their needs. Our personal contact with these youths during the next few months will enable us to determine how practical is society's interest in this problem.

Whether or not this youth group can be taken as a fair example, it is an inescapable fact that every year of the depression a heterogeneous two million young people have reached the age of sixteen when they no longer have to go to school. Who dares maintain that our CCC camps, our subsidized traditional schooling, our few available jobs are sufficient to meet the varying needs of youth atrophying in a changing world? What of an educational system which is so blundering, so inflexible, so handicapped, that it can only deaden youths' initiative and creative self-expression?

"Youth has a right to life. That right includes the right to economic security and to adequate training, to work, to produce, to build, not to be idle. Youth must refuse to be the lost generation."

The Story of a Summer Play School

(Continued from page 68)

The evening events of the carnival consisted of a musical show put on by the play school children, followed by a courtyard dance. Approximately 600 people paid a nominal admission charge to see this demonstration which included all the dances taught in both the folk dancing and chorus dancing classes at play school. Through these dances the audience was given a glimpse of the various nationality groups surrounding the center. The admission paid by the audience defrayed the expenses of the carnival as well as of the play school.

The entire carnival also served as a fine source of publicity for the center's activities, for all of the city's newspapers thought the event important enough to publicize. Four of the papers featured pictures of the carnival, while a fifth sent a reporter for a story. One of the center's good friends took movies of the entire day's events. These will be used later on to show people the type of activity the center offers its members.

With the play school over and an accounting made, we can really claim a genuine profit on the recreational side, and certainly no loss on the financial side.

The Organized Camp on Recreational Demonstration Projects

(Continued from page 71)

and canoes used must pass prescribed safety tests.

Motor Vehicles and Insurance

Campers and staff members operating motor vehicles must comply with all state and local laws and regulations in the operation of motor vehicles.

All motor vehicles must be maintained in good repair.

Transportation must be available for emergencies.

Each camping organization must comply with all state insurance laws.

Adequate liability insurance must be carried to protect campers and staff members from disabling and disfiguring accidents.

Food

The camping organization must provide an ample supply of fresh milk, fruit and vegetables for all campers and staff members.

Pasteurized milk must be used if obtainable anywhere within a reasonable distance of the camp, and should be delivered and maintained at a temperature of not more than 50 degrees F. If pasteurized milk is not obtainable, evaporated or powdered milk or milk that is certified as meeting all standards required by the local and state departments of health must be used.

Records

The camp director shall keep an individual record for each camper, showing camp activities, health history and evidence of a physical examination at the beginning and end of the camping season. The individual record for each camper shall also contain a record showing the written permission to attend camp signed by a parent or guardian.

A complete record of the camping organization's property at the camp must be maintained.

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CAMPING WORLD

Edited by L. NOEL BOOTH

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The camping organization must maintain a complete business record of operations while using the camping site.

All required records must be available for inspection by authorized representatives of the Resettlement Administration.

Education Versus Recreation

(Continued from page 73)

a well-camouflaged form. It must be offered in the spirit of the occasion, in the spirit of the camp, of rest, play, and, yes, of recreation. It must, indeed, be a program of education in recreation.

Since the days of the old school house of ruddy hue and humble mien, the validity of the theory of teaching children through the channels of play has been abundantly demonstrated. Even in the college class-room the instructor is prepared, if he has duly learned his lesson, to sell his courses as well as himself. He must make them attractive, appealing, or lay himself liable to be branded a dub. He has to sugar his pills, and sugar them aplenty, or he will be forced to admit, at least to himself, that the class-room is the finest place in the world for a beauty nap. All the more is this true of the teacher of adults. Here and there is an individual who goes after knowledge on the straight-way course—I gained my own degrees after I had passed fifty-one—but for the majority of grown-ups the words schooling and education as applied to themselves are anathema. They will learn incidentally, and gladly, but they prefer to acquire their morsels of wisdom in the spirit of play. That was amply demonstrated through the project carried out last season in the Adirondack tourist camps by the School of Forestry and the Department of Conservation of the State of New York.

An Oklahoma Backyard in Action

(Continued from page 80)

the ideal platform tree house may be installed. For safety's sake it might be well to have a carpenter do a good thoroughly strong job with new wood for the platform and railing, about 10 or 12 feet from the ground. The tree house may be reached by climbing up a flexible ladder that can be pulled up, insuring privacy for the older children, and preventing little children from climbing to danger. Boys and girls love to slide down a piece of hose or cling to a knotted rope.

New Publications in the Leisure Time Field

Designs for Wood-Carving

By Herbert W. Faulkner. Harper and Brothers, New York. \$1.00.

AT the request of numerous readers of his previous book, *Wood-Carving as a Hobby*, Mr. Faulkner has published this supplement containing twenty plates, including nearly a hundred designs and motifs applicable to wood-carving projects both large and small. These designs range from simple, elementary ones for beginners to more elaborate suggestions for wood-carvers who are experienced in the art. Many interesting adaptations may be made from the designs which appear in this volume.

Gardens and Gardening 1936

Edited by F. A. Mercer. The Studio Publications, Inc., New York. Paper bound, \$3.50; cloth, \$4.50.

THIS unusually attractive garden book with its many illustrations brings us beautiful gardens from many countries. It also contains a number of articles on flowers and Japanese miniature trees. It is a book every garden enthusiast will appreciate.

Organizing to Reduce Delinquency

By Lowell Juillard Carr. The Michigan Juvenile Delinquency Information Service, Ann Arbor, Michigan. \$25.

THE State of Michigan is facing the facts about its juvenile delinquency problem, and as a result of careful study has worked out a plan for delinquency control which, together with facts regarding the study, is presented in this booklet carrying the subtitle, "The Michigan Plan for Better Citizenship." When it is realized that every year one per cent of the population of the United States from ten to sixteen years inclusive passes through the juvenile court, the seriousness of the problem becomes evident. Recreation workers will be greatly interested in this booklet and its findings which cite the need for the extension of recreation facilities.

Junior Fun in Bed

By Virginia Kirkus and Frank Scully. Simon and Schuster, New York. \$1.75.

"A THREE RING CIRCUS and a first aid kit rolled into one," this book has been called. There are innumerable magic stunts, puzzles, riddles, mazes and indoor games. There are limericks, cartoons, and question and answer tests, and an entire section is devoted to hobbies and to the useful things which can be made indoors. Offering by no means the least in entertainment and interest are the exciting stories which form a section of the book. It is designed for boys and girls from ten to thirteen years of age but older shut-ins will enjoy it as well.

Through the Telescope

By Edward Arthur Fath. McGraw-Hill Book Company, Inc., Whittlesey House, New York City. \$2.75.

THERE is one method for making a flight through the skies which is available to all—and that is through the use of the telescope. In this book we take a journey through space by means of our imagination. We are given a connected story which includes the main facts and a few of the more interesting theories of the astronomical field. No important discoveries published up to the end of 1935 have been omitted. The method of telling the story involves a visit to the two great astronomical observatories in California. Many photographs are used to illustrate the text.

"Kit" 39

Edited by Lynn and Katherine Rohrbough. Church Recreation Service, Delaware, Ohio. \$25.

THE most recent issue of the Recreation Kit deals with plans for banquets and with games and stunts for use at such functions.

Bibliography of Planning 1928-1935

By Katherine McNamara. Harvard University Press, Cambridge, Mass. \$3.50.

THIS bibliography is a supplement to *Manual of Planning Information*, 1928, and includes the books, magazine articles and technical papers in city planning which have appeared between July 1928 and 1935. The careful and well-planned classification and indexing of the material and the inclusion of new sections as well as the expansion of old ones make this book a labor-saving tool of great value to librarians and to students and practitioners in the field.

Youth Without Jobs

By E. C. Worman. Association Press, 347 Madison Avenue, New York. \$1.00.

THREE YEARS have passed since the publication by the Association Press of *Free-Time Activities for Unemployed Young Men*, written in the deepest throes of the depression. *Youth Without Jobs* is an attempt to review some of the forces that are now at work in our social, economic and political set-up; to note the trends of service in Y.M.C.A.'s, and to appraise in the light of evidence from the field some of the program features of recent months. Recreation workers will be particularly interested in seeing the samples which are given of work in local associations illustrative of the methods of attack on the problem of unemployment among young men and of the leisure time activities which are being promoted.

Boss Rule.

Portraits in City Politics. By J. T. Salter. Whittlesey House, McGraw-Hill Book Company, Inc., New York. \$2.50.

Throughout the greater part of the book Mr. Salter very interestingly presents detailed life sketches of the lives and activities of leading division leaders in Philadelphia's political history—leaders who know their people; who display a quality of loyalty and a superabundance of energy; men whose homes are open day and night and are rendering a personal service to their constituents.

There has been a birth of a political awareness and "government consciousness" among our people. Citizens are thinking of new values in our city governments and are stressing the strengthening of the mechanics of government. Political leaders are finding that new values are required in accord with the times and with the people. If the voters' standards in social values change, so will those of the politician. Mr. Salter believes that the depression will probably help the city to function to meet more adequately than ever before the needs of the individual and his family, his right to "adequate housing, light, heat, transportation, medical attention, work, recreation, schools and protection."

Science and the Young Child.

Bulletin of the Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C. \$35.

This interesting bulletin prepared by the Science Committee of the Association for Childhood Education suggests some of the ways in which interest in science may be built up in the nursery school, the kindergarten and the elementary school. Information is also given on science equipment and supplies and books useful in nature study and elementary science.

Training for the Public Service.

A Report and Recommendations. Edited by Morris B. Lambie. Public Administration Service, Chicago, Illinois. \$50.

This pamphlet embodies the report and recommendations of a conference sponsored by Public Administration Clearing House in which twenty-eight leading educators and public administrators with Louis Brownlow serving as chairman collaborated to evolve criteria for public personnel training. The report points out that no fewer than thirty-five universities and colleges have either recently announced public service training programs or are in the process of developing them. In the minds of many there is danger that this important activity, which so many years suffered from almost complete lack of attention, may now suffer equally from an excess of interest at the hands of too many well meaning but unrelated groups, and as a result there will be more young men and women trained than the administrative branches of the public service can assimilate. It is not intended that the recommendations presented in this booklet are the final word on the subject. It is hoped, however, that they will be of practical assistance to educators, public officials and citizens interested in the problem of better public service personnel.

After All It's Up to You.

By Frank H. Cheley. W. A. Wilde Company, Boston. \$1.50.

This book is a series of friendly camp fire chats on leadership and fine living, and the talks are addressed to youth in language youth will understand and with a spirit young people will appreciate.

The Theory of Social Work.

By Frank J. Bruno. D. C. Heath and Company, New York. \$4.00.

In the preparation of this book, which presents a

course in the fundamentals of social work, teachers, students and practicing social workers have been primarily kept in mind. It is a pioneer work in that it provides a fundamental background which has previously been neglected. The social worker, whether in training or in the field, will find the underlying theory which he must have in order to deal successfully with the facts of human biology, the psychological aspects of behavior, and the social and economic environment. Recreation comes in for discussion from the point of view of theory and function and the history of the recreation movement. A chapter is devoted to commercial recreation.

How to Present the Gilbert and Sullivan Operas.

By Albert O. Bassuk. The Bass Publishers, New York. \$2.50.

The charm of the Gilbert and Sullivan operas grows greater rather than less as time passes. Increasingly amateur groups of all kinds, not only schools and colleges but choral groups, settlements and clubs, are delighting audiences with these gay light operas. For this reason a book telling amateurs exactly how to go about the production of these operas should find a hearty welcome.

Columbus, Westward Ho!

By Alice Merrill Horne. Published by the author, 460 Twelfth East, Salt Lake City, Utah. \$1.25.

The story of Columbus has been delightfully dramatized in this book in which the great historic theme has been woven into a story with a strong appeal. We meet Columbus as a boy in his father's home and feel his consuming desire to go to sea. And we go with him in a second scene on his visit to Queen Isabella when he makes his successful appeal for funds. Finally, we sail the seas with him and return with him to the Spanish court.

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Can You Answer These Questions?

- Outline a program for a day camp promoted privately for which a charge is made to cover expenses. Suggest a method for organizing such a camp.

See pages 51-57

- How may a day camp be promoted in a large city through a program which does not permit of making a charge and which is dependent upon the cooperation of a number of agencies? What considerations are involved in locating a site? Through what means may interest in nature be promoted?

See pages 58-61

- "We want our own gardens," said the children of a middle western city. How were the gardens started? Outline a plan of organization and leadership.

See page 62

- Given fifty unemployed youth whose courage and self-respect had broken down, an exceedingly primitive camp site and buildings — from these elements evolve a camp program which will be a genuine builder of morale and a means for vocational guidance.

See pages 63-66

- Describe the program of a summer play school maintained by a neighborhood center. What activities may be provided?

See pages 67-68

- Outline the plan of the Resettlement Administration and the National Park Service for developing camps on recreational demonstration projects. What is the plan for administration? What provisions will be made for water safety? How is the health of the campers to be safeguarded?

See pages 69-71

- How may a year-round children's garden program be promoted in a small community? What are the essentials for such a program?

See pages 74-76

- Describe six games appropriate for a leap year party. What legal background has the old tradition of leap year?

See pages 77-78

- How may a tower be constructed for backyard play? Mention some of the play equipment which may be installed in a backyard playground.

See pages 79-80

- In many of our states there has been inadequate planning for recreation on a state-wide basis. Through what means may the organizations of a state go about meeting the problem? What results may be hoped for?

See pages 81-82

The Task Today

By Honorable FRANCIS B. SAYRE
Assistant Secretary of State

DURING THE PAST hundred years we have been living through an age of unprecedented material development and progress. New and hitherto undreamed of power was generated by the creative inventions and ideas of the nineteenth century. We have made ourselves masters of the material world. But we have lost the spiritual values which alone give to life its satisfying rewards.

The results speak for themselves. We have generated an economic catastrophe without parallel in history. Clearly of our own making—the result of a social and economic order which we ourselves have built up, founded on acquisitive instincts.

We have not found the way to win and make secure the enduring and really precious values of life. We have become essentially a materialistic civilization. We have sought happiness through acquisition. We have placed our ultimate reliance for security upon material force. We have failed to advance in our comprehension and understanding of spiritual realities. We are losing our sense of spiritual direction. We have acquired prodigious material power without a corresponding spiritual understanding and restraint.

The world today is recoiling from the disastrous effects of the gross materialism which has followed our loss of faith. Humanity is yearning now, as seldom before, for surer foundations on which to build. There is only one way, from widely shifting beliefs and differing faiths we must sift out life's fundamental values. We must get back to the eternal verities of human experience—for instance, that self-seeking and self-indulgence, unrestrained, ultimately lead to suffering; that dishonesty, whatever the apparent gain of today, inevitably undermines confidence and saps the possibility of rewarding relationships tomorrow; that force and violence, however tempting to gain quick results, destroy the very foundations of security and thus ultimately delay the march of human progress; that understanding and love have more potency to achieve lasting results than material force.

Humanity is not now athirst for more inventions and scientific discoveries and improved methods of manufacture. These things will not stop heartaches or broken lives or suicides. What men and women are yearning and groping for today are spiritual values, such as inner happiness unconquerable by outward circumstances, joy in daily work and satisfaction even in common place labor, the affection of a chosen few and the respect of all, some objective of existence which colors all life with beauty. Values such as these cannot be built upon material foundations.

We are beset today with dangers to our civilization of the gravest sort. The time is at hand when either we must commence a new chapter of forward progress or watch a slow decline. The outcome depends not upon blind forces outside of our control, but upon ourselves.

Men must of their own consciousness come to perceive the utter folly of trying to build a civilization on materialism and brute force, and come to realize, perhaps through suffering, that the enduring values that humanity will always crave grow out of understanding and love and self-sacrifice.

(From an address before the Foreign Missions Conference of North America
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